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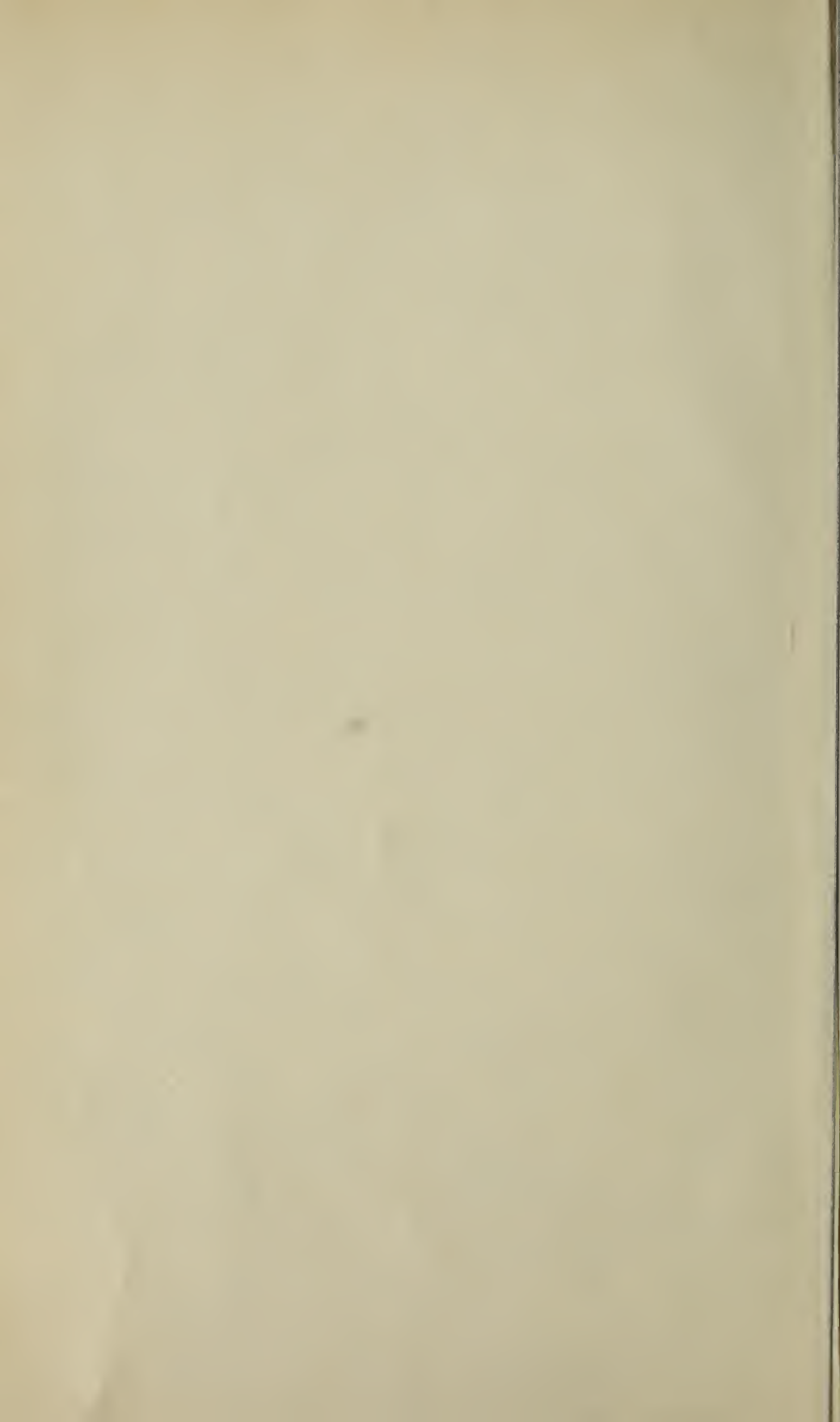
Andover Room

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TOWN OF ANDOVER  
MASSACHUSETTS

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ANNUAL REPORT  
OF  
THE SCHOOL COMMITTEE  
FOR THE YEAR  
1930

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Andover, Mass., Feb. 6, 1931

The School Committee voted to adopt the report of the Superintendent as its report for 1930.

FREDERICK E. CHEEVER

*Secretary*

## SCHOOL COMMITTEE

---

H. GILBERT FRANCKE, <i>Chairman</i>	Term expires 1932
234 Main Street	
EUGENE M. WEEKS	Term expires 1931
Wolcott Avenue	
MRS. G. EDGAR FOLK	Term expires 1931
Chestnut Street	
DR. W. DACRE WALKER	Term expires 1931
121 Main Street	
FREDERICK E. CHEEVER	Term expires 1932
Bancroft Road	
MISS MARY C. GEAGAN	Term expires 1932
Ballardvale	
MRS. E. V. FRENCH	Term expires 1933
20 School Street	
MRS. ETHEL CROSS	Term expires 1933
School Street	
CLIFFORD DUNNELLS	Term expires 1933
Abbot Street	

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### *Superintendent of Schools*

HENRY C. SANBORN 4 Morton Street  
Telephone: Office 348-W; Residence 1023

### *Clerk*

MARION E. HARDY  
R. F. D. No. 1, Lowell, Mass.

## GENERAL COMMITTEES

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### *Financial and Advisory*

H. GILBERT FRANCKE, *Chairman*

FREDERICK E. CHEEVER

DR. W. D. WALKER

### *Teachers*

MRS. E. V. FRENCH, *Chairman*

MRS. EDGAR FOLK

MISS MARY C. GEAGAN

### *Buildings, Grounds, and Equipment*

EUGENE M. WEEKS, *Chairman*

CLIFFORD DUNNELLS

MRS. ETHEL CROSS

# LIST OF TEACHERS

## PUNCHARD SCHOOL

NAME		RESIDENCE
	<i>Latin</i>	
Nathan C. Hamblin, <i>Principal</i>		117 Chestnut Street
	<i>Science</i>	
Eugene V. Lovely		Carisbrooke Street
Catharine Swett		8 Summer Street
	<i>History</i>	
Charles A. Gregory		Prospect Hill Road
	<i>English</i>	
Mary L. Smith, <i>Librarian</i>		Caronel Court
Emma G. Carter		135 Main Street
Helen Munroe	40 Prospect Street, Melrose, Mass.	
Miriam Willis		135 Main Street
	<i>Mathematics</i>	
Marjorie W. Stevens		37 High Street
Gertrude Berry		174 High Street
	<i>Business</i>	
Mervin E. Stevens		37 High Street
Mary S. Barnes		1001½ Main Street
William McDonald		Chestnut Street
	<i>Modern Languages</i>	
E. Marjorie Smith		61 Elm Street
Helen deM. Dunn		8 Summer Street

## STOWE SCHOOL

VII, VIII	Clara A. Putnam, <i>Principal</i>	30 Washington Ave.
	Etta M. Dodge	Park St.
	Anna Chase	Lowell, R. F. D. No. 1
	Cecilia A. Derrah	26 Summer St.
	Bernice Stimpson	17 Summer St.
	Nancy Hird	Salem, N. H.
	Alberta Espey	111 Osgood St., No. Andover
	Laura Parker	Elm St.
	Reta Atkinson	135 Main St.

## JOHN DOVE AND S. C. JACKSON SCHOOLS

V	Margaret Kimball, <i>Principal</i>	22 Brook St.
VI	Bessie Conant	135 Main St.
VI	Eunice Stack	20 Summer St.

V	Margaret B. Tate	Andover St., Lawrence
IV	Alice Stack	20 Summer St.
IV	Mary O'Dowd	59 Elm St.
III	Catherine Barrett	102 Chestnut St.
II-III	Helen McGraw	13 High St.
II	Florence Abbott	Upland Rd.
I	Adele H. Duval	20 Wolcott Ave.
I	Florance Prevost	56 Bartlet St.
Special	Georgianna Hilton	Lowell St.

## INDIAN RIDGE SCHOOL

I-II	Jessie P. Brown, <i>Principal</i>	45 Bartlet St.
III-IV	C. Maude Pearl	21 Florence St.

## BRADLEE SCHOOL

VI-VII	Grace Hill, <i>Principal</i>	50 Whittier St.
IV-V	Jane Fitzhenry	Cambridge, Mass.
II-III	Mina Noyes	Lovejoy Rd.
I-II	Florence Holt	9 Avon St.

## SHAWSHEEN SCHOOL

VII	Anna Harnedy, <i>Principal</i>	24 Summer St.
VI	Vera Thurston	5 Ayer St.
V	Helen Sargent	107 Main St.
IV	Katherine Ballard	72 Chestnut St.
III	Sarah Campbell	207 Middlesex St., No. Andover
II	Mary Leary	64 Summer St.
I	Edith Donald	Carisbrooke St.
I	Ethel B. Anderson	37 Lowell St.

## NORTH SCHOOL

V-VIII	Bessie Carter	High Plain Rd.
I-IV	Verona Tierney	530 Andover St., Lawrence

## WEST CENTER SCHOOL

I-IV	Ethel Lyons	Highland Rd.
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## SUPERVISORS

<i>Music</i>	Miriam Sweeney	22 Central St.
<i>Manual Training</i>	Carl M. Gahan	106 Chestnut St.
<i>Drawing</i>	Dorothy Farnham	135 Main St.
<i>Drawing</i>	Ruth Jenkinson	10 Oakwood Ave., Lawrence
<i>Domestic Science</i>	Margaret Hinchcliffe	3 Highland Rd.

## SCHOOL PHYSICIAN

Philip W. Blake, M.D., Main St.

## SCHOOL NURSE

Edith M. Moreton, Melrose, Mass.

## DENTAL HYGIENIST

Margaret V. Cronin

Center St., Ballardvale

## ATTENDANCE OFFICER

Robert Dobbie

28 Maple Ave.

## CONTINUATION SCHOOL

Director, Carl M. Gahan

Assistant, Margaret Hinchcliffe



## JANITORS

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Central Plant

Head Janitor

Fireman

Assistant

Indian Ridge School

Bradlee School

Shawsheen School

West Centre School

North School

John Ralph, Chestnut St.

Percy Crosby, Allen Ct.

Fred Collins, 36 Summer St.

Alexander Dick, Cuba St.

James McGhie, Ballardvale

Henry Todd, Poor St.

Granville K. Cutler, Lowell St.

John Crowley, R. F. D. No. 1

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## COMMITTEE MEETINGS

The first Tuesday of each month, excepting the months of March, July and August, at 7.30 p.m., in the School Committee Rooms, Punchard High School.

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## SUPERINTENDENT'S OFFICE HOURS

8-8.30 a.m.; 4-5 p.m., on schools days.

7-7.30 p.m., Tuesdays, Fridays.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 a.m. there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 p.m., these grades will have no session in the afternoon. Should the same signal be heard at 8.30 a.m. or at 1 p.m., there will be no session of the first three grades.

# FINANCIAL STATEMENT

For the year ending December 31, 1930

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## GENERAL EXPENSE

### Salaries:

Superintendent	\$4300.00	
Attendance Officer	100.00	
Clerk	937.70	
Office Expenses	127.73	
	<hr/>	\$5465.43

## EXPENSE OF INSTRUCTION

### Supervisors:

Salaries		2799.84
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### Teachers:

High	28279.18	
Elementary	70720.09	
	<hr/>	98999.27

### Textbooks:

High	874.28	
Elementary	1221.31	
	<hr/>	2095.59

### Supplies:

High	1290.43	
Elementary	1609.76	
	<hr/>	2900.19

## EXPENSE OF OPERATION

### Janitors:

High	1581.34	
Elementary	6799.96	
	<hr/>	8381.30

## Fuel:

High	1099.54
Elementary	4184.66

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5284.20

## Janitors' Supplies:

High	678.49
Elementary	1203.90

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1882.39

## MAINTENANCE

## Repairs:

High	815.63
Elementary	4760.65

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5576.28

## AUXILIARY AGENCIES

## Libraries:

High	124.12
Elementary	5.00

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129.12

## Health:

High	385.84
Elementary	2413.74

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2799.58

## Transportation:

High	2710.36
Elementary	7808.78

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10519.14

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 MISCELLANEOUS

Tuition:		
High	399.12	
Elementary	561.53	
	<hr/>	960.65
Sundries:		
High	437.65	
Elementary	1602.72	
	<hr/>	2040.37

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 OUTLAYS

New Equipment	514.40	514.40
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## SUMMARY OF RECEIPTS AND EXPENDITURES

Appropriation	150355.00
Total Expenditures	150347.75
	<hr/>
Balance	7.25
Boston & Maine Ticket Refund	3.10
	<hr/>
Balance	10.35

## TRUSTEES OF PUNCHARD FREE SCHOOL

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MYRON E. GUTTERSON	FREDERIC S. BOUTWELL
REV. NEWMAN MATTHEWS	HENRY G. TYER
REV. FRANK R. SHIPMAN	REV. CHARLES W. HENRY
REV. FREDERICK B. NOSS	EDMOND E. HAMMOND
JOHN H. CAMPION	

*President*, REV. CHARLES W. HENRY

*Clerk and Treasurer*, EDMOND E. HAMMOND

### *Visiting Committee*

MYRON E. GUTTERSON	REV. FRANK R. SHIPMAN
REV. NEWMAN MATTHEWS	REV. CHARLES W. HENRY
REV. FREDERICK B. NOSS	

### *Finance Committee*

HENRY G. TYER	FREDERIC S. BOUTWELL
EDMOND E. HAMMOND	JOHN H. CAMPION

### *Auditing Committee*

FREDERIC S. BOUTWELL	EDMOND E. HAMMOND
JOHN H. CAMPION	

# REPORT OF THE SUPERINTENDENT OF SCHOOLS

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TO THE SCHOOL COMMITTEE OF ANDOVER.

*Ladies and Gentlemen:*

I have the honor to submit my fifteenth annual report which is the forty-first in a series of similar reports.

During the year 1930 the routine of the Andover Public Schools has been carried on much the same as in the previous year. Regular courses of study have been followed and few new textbooks introduced. Only a very few readjustments have been necessary to adapt the work of the schools to new conditions which have arisen. Readers are respectfully referred to the special reports and to the appendix for much of the detailed work.

## THE NEED OF A NEW SCHOOL BUILDING

During the last two years the School Committee and the Superintendent have put a great deal of time and labor into the study of housing conditions at the Central Plant. At the last annual town meeting the Committee caused an article to be inserted in the warrant asking an appropriation for a new school building. The town did not see fit to act favorably on the recommendation. It is not necessary at this time nor is there space to allow even a meagre presentation of the needs and causes leading up to the recommendation by the Committee. These needs are well known. To say that they do not exist and that educational methods and school equipment used twenty-five years ago are adequate today is as illogical as to say that society today should accommodate itself to the same methods of transportation and production as those of twenty-five or more years ago. Elementary education now offers a wider and a fuller curriculum than ever before. It requires far different educational methods, more and, if possible, smaller class divisions and a different type of equipment. Any school building housing elementary grades not fulfilling the necessary conditions for this curriculum should be remodeled or another built in its place. This development has also eliminated the possi-



bility of the success of a smaller school unit for the higher grades. It is impossible for a single teacher in one room with two small grades or even one grade to accomplish the work and offer the advantages to the children that are offered in the larger unit. Hence, there has come about everywhere a centralization and a great reduction in the number of one room schools.

These are the conditions under which the School Committee is struggling at the Central Plant. The problem is greatly intensified by the large increase in enrollment in grades above the seventh. This increase is due, as has been mentioned often in previous reports, to the compulsory attendance laws of the state, the tendency of parents to desire more education for their children, and also to the more recent cause, the lack of employment, throwing many children, who under normal industrial conditions would be working, back into the schools. Mr. Hamblin in his interesting and instructive report states that the enrollment of the High School has nearly reached the maximum capacity of the building, and that there should be early thought in regard to future accommodations. Therefore, the housing situation at the Central Plant is one which must be kept before the public until the proper time comes for adequate provision for remodeling or the construction of a new building.

#### GYMNASIUM

Again the public is reminded of the need of a gymnasium. It is a growing need as the junior and senior high schools increase in enrollment. It is a growing need as the physical development of school children receives more and more attention each year. It is a growing need in the community where it would be of such universal service. Previously many plans have been suggested. It is hoped that one of these or some new plan may be carried out at some early date.

#### ENROLLMENT

During last year owing to the unfavorable industrial conditions in town it was expected that the school enrollment this year would be considerably lessened. As a matter of fact there has been al-

most no change. There has been a somewhat smaller enrollment in the first six grades but an increase in the higher grades and the High School has counterbalanced this. While the school enrollment in Andover is not ordinarily rapidly increasing from year to year there has been a steady, wholesome growth and there is no reason why this should not continue.

#### NEW SPECIAL ROOM

In accordance with the recommendation of the State a second room has been established for children retarded more than three years. The school is located in the John Dove Building in a room vacated by a third grade. Mrs. Georgianna Hilton has been placed in charge of the room. The children chosen to receive the special advantages of this room were taken from the first four grades throughout the town. Mrs. Hilton has put a great deal of time into special preparation for the work and the children receive much valuable attention which they could not receive in the regular class rooms.

#### UP-KEEP

This year the Stowe School was completely renovated. All woodwork in the building was cleaned and refinished in the natural color. Walls which were green were given two coats of tan. The ceilings were whitened. The change in color made the rooms much lighter, more pleasant and restful for the children. The desks in one room were changed so that the light comes in to the left of the children. The teacher's desk no longer faces the glare from many windows. New desk tops were purchased for two of the rooms and the lighting fixtures in hallways and assembly hall were replaced by larger and better ones and their number increased. The chimney was re-topped and the slate roof thoroughly repaired. This building is now in prime condition and without added expense will serve its purpose for several years.

Other small repairs were made. These were simply the regular up-keep necessary in all buildings.

As money is available much could be done to improve the school grounds. A portion of the High School lawn between the park



and the school should be graded and seeded. The grounds at the Bradlee School might also well be re-seeded and turned into a beautiful sloping lawn. Of course, the grounds at Shawsheen need much done on them before they are satisfactory as play grounds.

### TEXTBOOKS

During this school year there have been very few changes in textbooks. Most of our books are new editions and in good condition. A new basal text in reading has been under consideration for some time and it may be well soon to make a change in spellers. The following books were listed during the year: Fundamentals of Economics by R. O. Hughes published by Allyn & Bacon; Adventures in American Literature by Schweikert, Inglis, Gehlmann; Using English by Chapman, and Practical Precise Writing by Leonard and Fuess. The last three are published by Harcourt, Brace & Co. These were for use in the high school. No elementary texts have been introduced.

### BRADLEE SEVENTH GRADE

In May of last year the question of reopening the seventh grade at Bradlee was under consideration. After considerable thought the School Committee voted to give the parents a choice in regard to whether they would have their children remain in the Bradlee School or come to the Central Plant. From a small class of about fifteen children eight were chosen to remain and seven to come to the Stowe School. Consequently there was a seventh grade this year in Bradlee in the same room with the sixth grade under Miss Hill's charge. At best, if all the seventh grade in Ballardvale are together the number is small and must be in a room with part of another grade. Under any circumstances the work of an isolated seventh grade even if there were no other grade in the room could not be of the same quality as that done in a central and more highly developed unit. This is doubly true where a teacher has to manage two grades in a single room. It is hoped that another year it will seem advisable to place

the seventh grade children in Ballardvale in the school where they can receive the most benefit without added expense to the town.

### OSGOOD SCHOOL

At the end of the last school year the enrollment of the Osgood School was only twelve. Undoubtedly such a small number of children in so few grades could be very well cared for educationally but the question of costs makes the maintenance of such a school practically prohibitive. The teacher was being paid seventeen hundred dollars, the janitor one hundred forty-eight dollars and for fuel one hundred dollars. This is a total of one thousand nine hundred forty-eight dollars exclusive of many other incidentals the cost of which would be rather difficult to determine definitely. For twelve children this makes the cost per pupil some over one hundred sixty-two dollars. The High School cost per pupil is only a little over one hundred twenty-three dollars and children of a similar grade as those at the Osgood School in other parts of the town cost only eighty-seven dollars per pupil. It is indeed true that the transportation of these children costs something. No new route was established. For transporting these children the driver of the regular bus route coming near that school was paid in addition fifty-four dollars ninety-eight cents per year. It can be readily seen that by closing this school a sum of money was released which may be used in other places in the school system and helps to keep the annual appropriations for schools at the figure of previous years.

### THE TERCENTENARY

At different times throughout the year the various schools have made fitting observation of the Tercentenary Year. This has been largely a correlation of the regular school work. However, most of the schools made special observation of the occasion on the twenty-ninth of May. The most prominent exercises were those of the Stowe School. An original Tercentenary Pageant was given and the teachers and pupils deserve high commendation for the labor, the spirit and the efficiency of their work. The pageant had five episodes. The first episode depicted Indian life and

showed the different relations existing between the Indians and the white men at various times in the early history of Andover. The most interesting scene in this episode represented the purchase of the site of the town. The second episode showed the development of education by representing the early school of 1830 and then scenes from the modern school of the present time. The third episode, transportation, was very striking. As was said in the introduction to this episode, "Few things have changed more than the methods of transportation." The first scene represented the time of the settlement of Hartford, Connecticut, when Thomas Hooper and his congregation walked the one hundred miles from Cambridge to Hartford. The second scene more than two hundred years later showed a large company traveling across country to the Pacific Coast in covered wagons drawn by oxen. The third, less than one hundred years after the western migration, pictured transportation as it is now with the aeroplanes, motor cars, and other means of rapid travel. The fourth episode, religion, represented the long and tiresome services often interrupted by Indian attacks. In these early times in the colony superstition and witchcraft played a powerful part in religious thought. This was true not only among the illiterate but among the better educated of the times. The last scene of this episode represented a group of ladies planning for religious study in connection with regular school work. In the fifth episode, patriotism, while the patriotic hymn "America" was being sung, pilgrims entered from either side and took positions in the center of the arena. During the third stanza six girls in red, white, and blue entered and as the fourth stanza began a young girl representing Liberty entered bearing a large furled flag. She came to the front of the arena between ranks of children unfurling the flag as she moved. All others were kneeling in an attitude of prayer and supplication. This scene ended the pageant very effectively.

After the presentation of the pageant all the elementary school children in town assembled on the school grounds, formed in line, and, escorted by the Boy Scout Band, marched to the Smith house where America was composed. There while they were grouped in

front of the house Dr. Frank R. Shipman gave a short talk and several patriotic hymns were sung.

### COST OF OPERATING PUBLIC SCHOOLS

A great deal is being said about the excessive cost of public school education. Criticism of this nature has become so severe that the National Educational Association has issued a pamphlet "The Schools and Business". In the preparation of this article the material of that pamphlet has been freely used. The pamphlet is well worth reading.

When the value derived from the public schools is taken into consideration is their cost excessive? Let us look at educational values from the standpoint of a well-to-do-man. In the public schools we educate each pupil at the cost of approximately one hundred dollars per year. But a person of financial means does not hesitate to pay eight or ten times this amount per year for the education of his child. Such a man sets a value on education far beyond the cost of the public schools.

Primitive man has but few and simple wants. Fine furniture, beautiful houses, and excellent food do not appeal to him. Educate him a little and he wants more and more. He wants to use knives and forks instead of his fingers; he wants clothing woven and spun instead of skins; he wants a house instead of a cave or dug-out. Give him enough education and he wants automobiles and fine roads, radios, aeroplanes, tailored suits, and choice foods. History shows that in communities where education is progressive the luxuries of one generation become the necessities of the next. Education is steadily increasing the standard of living and a higher standard of living increases needs of the people. "The economic superiority of the United States and the other leading nations of the world, as equally the economic inferiority of such nations as China and India, is without doubt largely to be ascribed to differences in education." Arthur T. Hadley in his Treatise on Economics says, "The greatest gain from public education lies in the fact that a people which grows up with wide views of life, develops wider demands for consumption." Eugene B. Riley,



in his Economics for Secondary Schools says, "This brings us to the second cause of the increase and variety of human wants; namely, education. Our cultural wants are almost wholly due to this influence."

Education and business in the United States have advanced side by side and each has reflected the success and progress of the other. It is quite easy to reckon our national resources in terms of material property, big factories, railroads, and business blocks. While not so easy to compute, it is undoubtedly true that the development of our human resources should also receive great credit. A statement by Charles M. Schwab says, "The true reason for American prosperity can not be revealed in columns of summarizing figures. The national assets which I believe insure for us continued prosperity are in a sense imponderables. That is to say, I cannot put a value upon them, or record them in terms of dollars or barrels or tons." Then he goes on to enumerate some of our chief prosperity assets, one of which is "The most extensive free school system in the world and the most general desire for education." Education is a permanent investment. Tangible resources can easily be destroyed and lost to future generations while education is passed on and cannot be easily taken away. It is generally conceded by economists that productivity and wealth are increased by education. One eminent economist says, "A country desirous of increasing its prosperity should cultivate all the sciences and shrink from no sacrifice necessary to forward their advance or diffuse the knowledge of their discoveries. Instruction and education aid in increasing the productiveness of labor by augmenting and still more by giving a better direction to the employment of man's power."

Although the schools of the country contribute so much to the economic welfare they receive only two and four-tenths percent of the national income. This percent has remained constant since 1922. While the expenses for public schools have increased seventy-one percent the national income has increased the same percent so that no greater proportion of the national income today is spent for schools than it was in 1922. This condition does not

seem to furnish any argument to those who complain of excessive costs of education.

Again, education creates an environment favorable to the development of business. The very fact that a country has high standards of education is a guarantee of the success of large financial operations. The lack of this protection has been recently demonstrated in the South American countries, where, because of their lower standard of educational development, governments have been overthrown and unstable business conditions have threatened the wealth and stopped great material development. Education makes the people sensitive to the trends which affect industry and produces a quick reaction against injurious elements. One authority on industrial efficiency says, "The qualities which favor the accumulation of capital are perhaps more dependent on education and example than any other moral excellencies. A savage may be brave and affectionate; he may be ready to sacrifice his ease, his health, or his life for the advantage of his tribe or his chief. He may have many virtues in a degree unusual in the bulk of the inhabitants of a civilized country. But he cannot accumulate. He cannot labor for distant results." Only education produces the power to accumulate and to plan for future developments. As knowledge increased the habit of saving develops and people learn to make provision for the future.

All modern school curricula recognize the fundamental purpose of the school is to prepare the child for intelligent and efficient citizenship. This no longer is merely to read, to write, and to cipher. The courses of study must embody the elementary principles of government, economy, and sociology. These studies are taken up in such a way as to develop an ability to judge wisely the merits of public affairs. These are the correct considerations in the development of a modern school program. "Thus education does not merely perpetuate the present ethical and social standards in business and industry. In a word, education does not merely make business more effective, it also makes it yield greater results in terms of human welfare. It has also been pointed out that an important force at work in the professionalization

of industry is the specialized education offered by the business and technical schools of the country." The last sentence of this quotation is worthy of careful consideration. It might also be said that our modern courses of study as far as they are industrial act for the standardization of opportunity and values and create in the children an appreciation of larger and broader results.

Probably there is no better way of judging the effect of education upon leadership than a study of the volumes of the well-known "Who's Who in America". Only four and one-half percent of the total population in the country is college trained and yet this small group contributes eighty-five percent of the names in these volumes. Moreover, in all great industrial concerns there is, as never before, going on systematic research and a continually increasing desire to use the results of scientific investigation. This has led most large industrial concerns to establish Industrial Research Bureaus. Research at the present time is carried on by three distinct agencies; the universities and higher technical schools in their laboratories, the federal government, and business itself. Leonard P. Ayers, Vice-President of the Cleveland Trust Company, recently said, "The hope of the future as we look forward is that research may be supported and extended, because in proportion as that happens we shall have in our business affairs and in our professions increasing numbers of workers with open minds, ready to remold convictions in the light of actual knowledge." Education produces leaders in other fields than that of industry. Fields of psychology, sociology, medicine, law, and theology all have leaders and almost without exception they are from the ranks of the educated. We cannot hope to have great leaders trained and competent for the positions which have developed without a great and complex system of education. It is unnecessary to say that such a system must have its roots and foundation in the public school.

"Setting aside all the important cultural, civic, and social values of education, the schools can easily justify themselves in their contribution to business. The school is our most productive and basic industry. Good schools pay their own way. The schools

and business are partners." Edward A. Filene says, "Business men have a selfish reason, which is perfectly legitimate, to want every state to develop the most intelligent citizenship possible. Few investments will bring greater returns to business than those made for lifting the general level of education."

#### CONCLUSION

Social life and business interests are at a critical stage throughout the country. Much unfair criticism and unjust propaganda is circulated tending toward a weakening of our social structure and our business welfare. Much careful and constructive thinking must be done if our institutions are to continue in powerful and effective operation. The schools are an important institution and closely allied to both social and business welfare. They need and I believe have in Andover the support and sympathetic cooperation of an intelligent citizenship.

Respectfully submitted,

HENRY C. SANBORN



## REPORT OF THE PRINCIPAL OF THE PUNCHARD HIGH SCHOOL

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TO THE SUPERINTENDENT OF SCHOOLS AND THE TRUSTEES OF THE  
PUNCHARD FREE SCHOOL.

*Gentlemen:*

I have the honor to submit my twenty-first annual report as principal of the Punchard School.

The increase in enrollment this September greatly exceeded our expectation. One year ago the total for the year was 319, today it is 378. The latter figure exceeds by 34 the largest previous number of pupils—that of 1928—and approaches very suggestively the maximum capacity of the building. As it takes at least a year to bring about necessary changes in a school plant, the advisability of early thought for the future is evident.

Such an increase brings with it many problems of administration. We were obliged to add one teacher to our faculty and I have taken over one more class, to relieve the crowded programs of some of the other teachers. That our requests for more teachers have been conservative may be seen by the fact that twenty years ago there were seven teachers for one hundred pupils. Today with an increase in enrollment of nearly three hundred percent we have fifteen regular full time teachers—only one more than double the staff of 1911. We have reached such size that the details of office work could easily furnish employment of a full time secretary. Such office assistance would enable the principal to give more time to more important problems of the school.

There are difficult questions which are raised by the growth of the public Secondary School. How much does the state or community owe to the individual in the way of a free education? Certainly every individual is entitled to his opportunity. But when the pupil cannot or does not seize the chance, how long should

the offering be tendered? Each year we have too many in our schools who, despite the ambitions of parents and the painstaking efforts of teachers, remain indifferent to appeal and impervious to education. It would be better for the pupil, for the School and for the Community, if such should be withdrawn. The real students would make better progress. Every effort is made to interest the indifferent and to adapt the school program to varied abilities, but if the pupil fails to exert himself on his own behalf, I feel strongly that the community should not be expected to carry him along as an economic burden.

Before next September we shall need to have desks in either Room No. 3, hitherto used as a recitation room, or Room No. 4 now used for Drawing. It may be possible to utilize a basement room for the drawing and thus give us a much needed space on the first floor.

I have written in other years of the progress of our graduates in College. It may be well to note the rather remarkable number of our former students who have made good in Art. We do not claim, of course, any undue share in their success but the fact that we have been able to discover their native ability and to help them start on their professional careers is a tribute to the work of the Supervisors (past and present) that is well deserved.

Last February, the Wm. F. Bartlett Woman's Relief Corps presented the School with a beautiful bronze tablet, bearing Lincoln's Gettysburg Address. It adorns our entrance hall. The Class of 1930 gave over one hundred dollars as a nucleus toward the purchase of a bronze tablet in memory of the Punchard boys who served their country in time of war. This will eventually replace the temporary Roll of Honor. We are grateful for these gifts.

The Athletic Association was able to close the year without a deficit. As usual, the detailed report will appear in the Punch Harder. We owe especial thanks to the Trustees of the Punchard Free School and the Punchard Alumni Association for gifts and to the many citizens who helped us by purchasing season tickets. Our home games cannot make us independent of such gifts until

the playing field is inclosed and we can keep out the dead-heads. For the present we have to depend on a certain amount of begging which is unpleasant to undertake, and to pare all our expenses to the barest necessities.

The policy of the School Committee in the adoption of salary schedules has contributed to a permanence of personel in our teaching force that is remarkable in a public high school. The average term of service in this school of the fifteen regular teachers is over nine years. Such continuity is of great value to the school and the Community.

Respectfully submitted,

NATHAN C. HAMBLIN

## REPORT OF THE CONTINUATION SCHOOL

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*To the Superintendent of Schools.*

DEAR SIR:

I herewith submit my annual report as Director of Andover Continuation School.

Massachusetts Department of Public Health: Most of the boys and girls availed themselves of the privilege of free medical examination by the Chadwick Clinic for Tuberculosis. Only four boys and one girl reacted to the tuberculin test given and had to have an x-ray taken. One of these showed unfavorable indications on the film, consequently further physical examination was needed in this case.

Massachusetts State Accounting System: This system being adopted by the town, the Continuation School accounts were inspected in June at the close of school and were found correct. All books, accounts and records were examined as usual by the Massachusetts Department of Education and approved.

Registration: Thirty-two boys and thirty-eight girls were registered from August 31, 1929 to August 31, 1930, and twenty boys and fourteen girls were registered from August 31 to December 31, 1930.

Attendance: The percent of attendance for both boys and girls for the year 1929-30 was 94.34 percent.

Sessions: The time given to Continuation School has been the same for the past three years.

Professional Improvement: Miss Hinchcliffe attended Fitchburg Normal School during the summer of 1930 thereby meeting her third year's requirement by the State Board of Education.

Tuition Pupils: There were fifteen tuition pupils. The rate of charge was set at 28 cents an hour per pupil by the state authorities. The bill was sent out as follows:

Lawrence, 1020 hours at 28 cents per hour      \$285.60

Production: The value of production for both boys and girls was as follows:

Boys	\$446.25
Girls	192.66
	<hr/>
	\$638.91

Maintenance:

Cost of school for year 1929-30 \$2008.08

Amount allowed by State for overhead  
expenses 345.99

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\$1662.04

Received from:

Tuition 285.60

Smith-Hughes Fund 152.37

Reimbursement from State 831.68

Materials 55.70

Value of work done by boys for  
School Department 81.50

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\$1406.85

Net cost to Andover for Maintenance of School \$255.19

Respectfully submitted,

CARL M. GAHAN, *Director*



## REPORT OF THE MANUAL ARTS DEPARTMENT

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*To the Superintendent of Schools.*

DEAR SIR:

I herewith submit my annual report as Head of the Manual Arts Department.

### COURSES

The classes in Manual Training have been carried on along the same lines as usual. Some changes and improvements have been made from time to time to encourage the pupils and raise the standards of workmanship. The general shop idea is carried on as much as possible. Much group and individual instruction is given.

### MASSACHUSETTS STATE ACCOUNTING SYSTEM

Beginning in September the State Department furnished the Manual Training Department with their new books and forms for the purpose of a uniform bookkeeping system throughout the State. As pupils pay for articles which they make for themselves, a record has to be made for each transaction. This record is examined at least at the close of school in June or as often as the State Accountants see fit. The new system introduced in September provides for three duplicate copies of bills made each time a pupil starts a new project. One of these copies is turned over to the Town Treasurer, one is the pupil's receipt and one is a record for the school. When an article is paid for the money is turned over to the Superintendent's office and from there to the Town Treasurer.

The following will give a fair example of how the new forms function: From September to December 31, 1930, there were 292 projects listed on the 239 bills made out. Besides this there were other projects made by pupils who furnished their own materials. Furniture and repairs made for the school are not listed on bills as the school assumes the charge.

### HIGH SCHOOL

Ninety-one pupils enrolled for shop work from January until June and eight-six pupils elected this course in September.

### JUNIOR HIGH SCHOOL

Sixty-three boys in the seventh grade and sixty-two boys in the eighth grade are taking Manual Training.

### SPECIAL CLASSES

There are eight boys in the Special Class for older pupils. As this is a small group it has been combined with 8B. Upon the recommendation of Mrs. Espey the time for this class was doubled and again it was combined with the 7C class at the end of the first ten weeks. Several of these boys can do very good work with tools and show great improvement since they began this work.

A new class in Manual Training was formed in September for the boys in the Special Class for younger pupils. There are fourteen boys in this group. Although they require much individual help and progress is slow there has been a marked improvement during the first term.

### IN CONCLUSION

To show how this department develops special abilities found in individual pupils the following may prove interesting: A boy entering Manual Training Classes five years ago, having completed his courses prescribed in Manual Arts, getting the fundamental training necessary for a craftsman, is constructing a small water craft known as a hydroplane (speed boat) which is equal to the types found in commercial shops. This boat may be viewed in the shop by those interested.

Respectfully submitted,

CARL M. GAHAN

## REPORT OF THE ART SUPERVISOR

---

Mr. Henry C. Sanborn,  
Superintendent of Schools,  
Andover, Mass.

DEAR SIR:

I herewith submit my third annual report as Supervisor of Art in the Public Schools of the Town of Andover.

During the past year the work of the Art Department has been progressing along much the same lines as those which were outlined in the reports of 1928 and 1929. Such progress has meant not only improvement in the ability to draw and a greater appreciation of the beautiful, but also, the introduction of classes in mechanical drawing and in reed basketry in the junior high school; arts and crafts classes in the special rooms; and a larger number of pupils electing art in the senior high school. To meet the growth in the number of pupils taking art, both mechanical and free hand, in the high school, it has been necessary to engage an additional teacher for the department.

The primary work has been developing through self-expression. As before, it consists of tearing, cutting, and coloring the shapes of the familiar objects of the child's world. Art appreciation, which was introduced into the schools last year, also forms part of the program.

Art appreciation, representation, color, and design continue and develop and, with the addition of perspective, form the nucleus of the intermediate and junior high school work. In the last year some new materials have been added to those which have been used previously in these grades. Thus, by the time the children have graduated from the junior high school, they will be familiar with pencil, crayon, water color, tempera paint, colored papers, clay, and charcoal materials as mediums of expression in art.

The increasing number of pupils electing art in the high school and the advance in the quality of the work is steadily making a



more complete and varied outline of art work for these four years. This expansion is meeting the needs of those pupils who have, through the grades, developed a skill in art expression and a love of the beauty in their natural and environmental surroundings.

To all the Teachers and to the Superintendent of Schools, I wish to express my sincere thanks for their co-operation and support.

Respectfully submitted,

DOROTHY F. FARNHAM

*Supervisor of Art*

## REPORT OF THE SUPERVISOR OF HOME ECONOMICS

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Mr. Henry C. Sanborn,  
Superintendent of Schools,  
Andover, Mass.

DEAR SIR:

I herewith submit my annual report as Supervisor of the Home Economics Department.

The work in the Junior High and in the High School is similar to that of last year. In the Junior High, the course in foods is presented in a simple, logical manner. First the fundamental rules for running a well-regulated kitchen are taught, the reasons for these rules are discussed, and then the practical application follows. Simple and inexpensive dishes are prepared. Special stress is placed upon neatness, quickness, and ability to follow rules. Self-reliance is necessary if the work is to be successfully carried on at home. Outside reading is required so that they may have a better knowledge of the foods with which they are working.

In the freshman class I find it necessary to spend some time in review, due to the fact that some of the girls entering from other schools have had no work in foods. Simple meals are prepared and served, giving the girls practice in table arrangement and etiquette making them more familiar with the duties of a hostess. This year the classes brought fruits and vegetables from home to can. The upper class also brought fruits for jelly making. Besides this, marketing, menu making, and invalid cookery are studied.

The work of the lunch room has been conducted again by the girls, following the program that was made last year. When the work of the lunch room was taken over by the school, there was no equipment. It has been necessary to buy some equipment each year.

The Shawsheen sewing class has had the following work: a thorough study of the fundamental hand stitches, knowledge of the sewing machine, and the use of the different kinds of patterns. Along with this, we have made a study of cotton, wool, and linen.

For your co-operation and that of all the other teachers I thank you.

Respectfully submitted,

MARGARET F. HINCHCLIFFE,

*Supervisor of Home Economics*

## REPORT OF INSTRUCTOR OF SEWING

---

Mr. Henry C. Sanborn,  
Superintendent of Schools,  
Andover, Mass.

DEAR SIR:

I herewith submit my annual report as Instructor of Sewing in the Andover Public Schools.

During the past year the work of the sewing classes of grades seven and eight has been much the same as that outlined in previous reports. There are forty-six girls in the seventh grade and sixty-four in the eighth enrolled in the sewing classes. On account of the large number in one of the eighth grade groups, it was necessary to divide the class so that there are now two groups which have a lesson only once in two weeks.

As only a small percentage of the girls who enter seventh grade have ever done any sewing we devote the first part of the year to the mastery of all stitches used in ordinary sewing so that every girl may use them in making something useful rather than merely "sewing stitches". As soon as they show some proficiency in this handiwork, they are taught how to use the sewing machine. Then the rest of the year is spent in making garments for themselves including an outfit to be used in the cooking class.

The girls of the eighth grade, having mastered the fundamentals, begin immediately to work on their own clothes. It is our aim in all this work to emphasize the appreciation of beauty in material and construction, and to develop habits of skill and industry. Some of the girls have become so interested that they are also doing sewing in their homes. This is just what we are aiming for, to have this work connect as closely as possible with that of the home.

"Practical Arts courses justify their existence in that they provide opportunity for pupils to receive training in things which they are likely to do in later life anyway. Such courses give

many of the pupils who seldom or never feel adequate in history, science, fine arts, and language classes, opportunity to gain the respect and admiration of their fellows and, hence, to increase their respect for themselves."

Respectfully submitted,

CECILIA A. DERRAH



## REPORT OF THE MUSIC SUPERVISOR

---

Mr. Henry C. Sanborn,  
Superintendent of Schools,  
Andover, Mass.

DEAR SIR:

I have the honor to submit my fifth annual report as Supervisor of Music in the Andover Public Schools.

During the past year Music Education in our schools has developed a genuine enthusiasm for good music and a sincere love for it through Vocal, Instrumental, Appreciation and Theoretical Courses in Music.

**VOCAL MUSIC.** A song repertoire is established before any teaching of musical rudiments or music-reading fundamentals are taught. The children's voices are unified, beautiful tone and artistic interpretation are developed through attractive, worthwhile songs. During the latter half of the first year staff notation is introduced and pupils progress from "note to note" easily and effectively. In the fourth grade two-part, in the sixth grade three-part, and in the eighth grade four-part music is introduced. For students vocally gifted and especially interested in singing the music clubs in the high school develop artistic possibilities of a superior nature. Participation in these special organizations leads to a lasting love of good music.

**INSTRUMENTAL MUSIC.** Acquaintance with instrumental music and with instruments is begun with our little children in the first grade. Through their Toy Symphony Orchestra an opportunity for rhythm response and suggested expression is furnished which, at the same time, develops observation and interest in the study of instruments for our Junior and Senior High School Orchestras.

**MUSIC APPRECIATION.** Through our music appreciation course we are creating music lovers and appreciative intelligent listeners. By means of a carefully planned course every student in the first grade is taught to recognize the tone quality of the violin, trumpet

and piano. Each year new symphony orchestra instruments are featured. At the end of the eighth grade the entire symphony orchestra is completed. In the music appreciation course at the high school opportunity is given for the advanced study of the lives and compositions of the great composers of the Classic, Romantic and Modern periods. During their courses, through the constant study of masterpieces, the pupils are bound to receive impressions that will develop a taste for the most beautiful and enduring in music.

**THEORETICAL COURSE.** Courses in music theory and elementary harmony are offered in the high school giving special consideration to the needs of its pupils. This course in music theory seeks to develop in the student an appreciation of the main characteristics (tendencies and relationships) of tones with respect to rhythm, melody, harmony and design. Associated with this development comes the ability to use the necessary symbols of staff notation—to compose correctly in all major and minor keys, in all **common** forms of measure and rhythm and to take melodic dictation in various measures and keys.

During the past year many musical performances were given by members of the various schools. The most outstanding of these were the concert by the Combined Musical Clubs of the High School and the operetta "Cinderella in Fairyland" presented by the pupils of the Shawsheen Village School.

For your hearty co-operation and that of all the teachers, I am most grateful.

Respectfully submitted,

MIRIAM SWEENEY,

*Supervisor of Music*

## REPORT OF SUPERVISOR OF HOME ECONOMICS

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Mr. Henry C. Sanborn  
Superintendent of Schools,  
Andover, Mass.

Dear Sir:

I herewith submit my annual report as Supervisor of the Home Economics Department.

During the first months of the year the eighth grade pupils are taught the fundamental principles of working in the kitchen and how to best economize on time and labor through efficient working. Following this, the practical lessons are then presented in a simple, logical manner. At the beginning of each lesson, the method of procedure is given and also the reasons for following the various steps. One simple, inexpensive dish is prepared during a lesson. Some outside reading is required so that they may have a better knowledge of the foods with which they are working.

In the freshman class, I find it necessary to spend some time in review work, because of girls entering from other schools, where they have had no training in foods. During the year, we have made a study of what is required in a well planned and equipped kitchen. Simple meals are prepared and served. The duties of a hostess are taught and also the proper arrangement of a well set table.

This year, there is one class of sophomore girls. We canned fruits and vegetables and did some pickling. For all canning, the girls supplied everything and after the jars had been tested, the product was taken home. Different types of menus were studied and planned.

Canning was continued in the senior class, also jam and jelly making, marketing, menu making, frying, invalid cooking, and the nutritious value of the various foods.

If our girls are going to be successful housewives they must become efficient and self reliant, and that will only come through constant practice at school and in their homes.



The work of the lunch room has been carried on again this year by the girls. Our weekly returns have been smaller during the fall term due to some competition from two bakery carts. We are serving noon meals to about twenty children from the other schools, in addition to those in the high school. Some new equipment has been purchased this year.

Respectfully submitted,

MARGARET F. HINCHCLIFFE

*Supervisor of Home Economics*

## REPORT OF THE DENTAL HYGIENIST

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Mr. Henry C. Sanborn,  
Superintendent of Schools,  
Andover, Mass.

DEAR SIR:

I hereby submit my fifth annual report as Dental Hygienist for the Andover Public Schools.

Since March 10, 1930, 1248 cases have been given prophylactic treatment. It was found that there were 1613 cavities in the temporary teeth and 2329 in the permanent teeth. There were 419 cases treated by a family dentist—450 were not treated by a dentist—and 391 cases were without cavities.

Visits were made to 37 homes advising parents that attention was needed.

Tooth-brush drills were also given to the first three grades. Tooth brushes have been bought and sold to the children for ten cents each.

The Red Cross Nursing Committee is now undertaking to establish a dental clinic for the first three grades. This clinic is to take care of cavities in the permanent teeth only.

Respectfully submitted,

MARGARET CRONIN,

*Dental Hygienist*

## REPORT OF THE SCHOOL NURSE

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*To the Superintendent of Schools.*

DEAR SIR:

I submit herewith my eleventh annual report as School Nurse in Andover.

The greater part of each day was spent in the school room, inspecting health conditions, receiving teachers' reports of pupils both absent and present, weighing and measuring, testing eyes, inspecting for cleanliness, physical defects and symptoms of contagion, and assisting in the various clinics. Some days were given entirely to home visits to secure correction of physical defects, other days spent in taking children to clinics or doctors' offices, or attending conventions. An unusually large number of visits were made earlier in the year encouraging pre-school examinations and dental treatment, and many later in the year to discuss the Chadwick Clinic with reluctant parents. Nearly one hundred consents were obtained by home visits.

The Chadwick Clinic was not an entirely new feature in our schools, rather an elaboration of one which had been held annually for five years. The original clinic had occupied itself wholly with a small group of children who had been selected because they were ten or more percent underweight. The new clinic wanted the opportunity to examine every child in school regardless of weight, with a view to detecting any tubercular infection, past or present. Probably because of lectures and two very enlightening circulars by Dr. Wakefield on the subject, which were sent each parent, nearly a wholesale response was given. Including the Briggs-Allen and the St. Augustine Schools, an enrollment of nineteen hundred seven was represented, of whom fourteen hundred ninety-three took the Von Pirquet test, or about seventy-eight percent of the school population. Of this number, four hundred twenty, or about thirty percent, reacted to the test. This second group was then X-rayed and, as a result of a favorable X-ray, all but eighty were eliminated as having no symptoms of

tuberculosis. This last group was given physical examinations in the presence of their parents, to whom the physician explained carefully the results of both examination and X-ray, with suggestions as to the correction of defects; finally nutritionists checked up on the daily health habits and diet. But one case of pulmonary tuberculosis was reported and steps were immediately taken to place the child in a sanitarium. As a whole, it was felt that the clinic was very reassuring.

Three of our children were sent to the Health Camp at Middleton for eight weeks last summer at an expense of eighty dollars per child which was made possible by the sale of Christmas Tuberculosis Seals. These three children are being given a quart of milk a day in school at the suggestion of Health Camp authorities. A fourth child was sent for four weeks to the Boxford Health Camp by the Shawsheen Parent Teachers' Association. The Hood Milk Company and the Junior Red Cross have been helpful in providing milk lunches free to some of the needy children, the Junior Red Cross also meeting constant demands for eye glasses, shoes and rubbers.

The Schick test and inoculations were given for the eighth year by Dr. Blake, assisted by the Board of Health. Physical examinations were given to the first grade also by Dr. Blake with a large number of mothers responding to the invitation to be present.

Two different epidemics of whooping cough have occurred this year, one in the spring and another breaking out in December, with a total of over fifty cases in all. Fifteen cases of measles, two or three of German measles, four of chicken pox and two of scarlet fever complete the list of contagious diseases.

Respectfully submitted,

EDITH MORETON

*School Nurse*

# APPENDIX

## REPORT OF THE ATTENDANCE OFFICER

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*To the Superintendent of Schools.*

I hereby submit the following report for the year 1930.

Number of cases reported	47
Number of cases investigated	47
Number of truants	36
Number absent with legal excuse	1
Number absent because of sickness	12
Number absent for lack of clothing	0
Number absent to help at home	0
Number absent for other insufficient reasons	0
Number of cases prosecuted (Essex County Training School)	0

Respectfully submitted,

ROBERT DOBBIE.

*Attendance Officer*



# SCHOOL CALENDAR

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1931

## SPRING TERM — Eight Weeks

March 2, Monday	Third term begins
April 10, Friday	Barnard Prize Speaking
April 24, Friday	Third term ends

## RECESS — One Week

## SUMMER TERM — Seven Weeks

May 4, Monday	Fourth term begins
May 8, Friday, 7.30 p. m.	Lincoln Spelling Contest
June 17, Wednesday	Class Day Exercises
June 18, Thursday, 3.30 p. m.	Grammar School Graduation
June 18, Thursday, 8.00 p. m.	High School Graduation
June 19, Friday	Fourth term ends

## FALL TERM — Fifteen Weeks

September 9, Wednesday, High School	First term begins
September 14, Monday, Grammar School	First term begins
October 12, Monday	Columbus Day, Holiday
November 11, Wednesday	Armistice Day, Holiday
November 26, Thursday	Thanksgiving Day, Holiday
November 27, Friday	Thanksgiving recess
December 18, Friday	Goldsmith Prize Speaking
December 23, Wednesday	First term ends

## RECESS — One Week

1932

## WINTER TERM — Eight Weeks

January 4, Monday	Second term begins
February 22, Monday	Washington's Birthday, Holiday
February 26, Friday	Second term ends

## RECESS — One Week

## SPRING TERM — Eight Weeks

March 7, Monday	Third term begins
April 19, Tuesday	Patriots' Day, Holiday
April 22, Friday	Barnard Prize Speaking
April 29, Friday	Third term ends

## RECESS — One Week

## SUMMER TERM — Seven Weeks

May 9, Monday	Fourth term begins
May 13, Friday, 7.30 p. m.	Lincoln Spelling Contest
May 30, Monday	Memorial Day, Holiday
June 22, Wednesday	Class Day Exercises
June 23, Thursday, 3.30 p. m.	Grammar School Graduation
June 23, Thursday, 8.00 p. m.	High School Graduation
June 24, Friday	Fourth term ends

## ATTENDANCE BANNER WINNERS

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MONTH	TEACHER	SCHOOL	PERCENTAGE
January	Mrs. Hilton	Indian Ridge	99.3
February	Mrs. Tate	John Dove	98.8
March	Mrs. Coggins	Osgood	98.5
April	Miss E. Stack	John Dove	99.2
May	Miss E. Stack	John Dove	98.9
September	Miss Tierney	North	100.0
October	Miss Thurston	Shawsheen	98.8
November	Mrs. Lyons	West Center	98.5
December	Miss Noyes	Bradlee	98.8

# TEACHERS

JANUARY 1, 1930 — JANUARY 1, 1931

SCHOOL	GRADE	NAME	FIRST ELECTION	RESIGNATION	EDUCATION
PUNCHARD	Principal Science History	Nathan C. Hamblin	1910		Harvard University
		Eugene V. Lovely	1911		Bates College and B. U.
		Charles A. Gregory	1924		Bates College
	{	Catharine Swett	1928		Univ. of New Hampshire
		Lilian Fox	1920		Radcliffe College
		Emma G. Carter	1924		Mt. Holyoke College
	{	Mary L. Smith	1930		Smith College
		Helen C. Munroe	1930		Radcliffe College
		Agnes Swanstrom	1929		Upsala College
	{	Miriam Willis	1929		Tufts College
		Marjorie F. Stevens	1918		Boston University
		Gertrude Berry	1923		Jackson College
	{	Mervin E. Stevens	1923		Springfield Tech
		Mary S. Barnes	1923		Bay Path Institute
		William McDonald	1930		Boston College
STOWE	Modern Language	Helen DeM. Dunn	1914		Radcliffe College
		Marjorie Smith	1926		Radcliffe College
	{	Clara A. Putnam	1916		Symonds High School
		Etta M. Dodge	1909		Concord High School
		Nancy Hird	1919		Plymouth Normal
	{	Anna Chase	1921		Salem Normal
		Bernice Stimpson	1913		Gorham Normal
		Reta Atkinson	1924		Truro Normal
	{	Cecilia Derrah	1911		Salem Normal
		Evelyn Parker	1927		Keene Normal
		Alberta Espey	1923		Fitchburg Normal
	{	Margaret Kimball	1923		Salem Normal
		Eunice Stack	1921		Salem Normal
		Bessie Conant	1924		Aroostook Normal
JOHN DOVE AND S. C. JACKSON	Principal—V VI V IV IV III II	Margaret Tate	1920		Vassar College
		Mary O'Dowd	1925		Lowell Normal
		Alice Stack	1923		Salem Normal
		Catherine Barrett	1924		Salem Normal
		Florence Abbott	1893		Salem Normal

# TEACHERS — Continued

JANUARY 1, 1930 — JANUARY 1, 1931

SCHOOL	GRADE	NAME	FIRST ELECTION	RESIG- NATION	EDUCATION
SHAWSHOEN	II-III	Helen McGraw	1926		Gorham Normal
	I	Adele Duval	1898		Winona (Minn.) Normal
	I	Flourance Prevost	1898		Wheelock Kindergarten
	Special	Georgianna Hilton	1921		Smith College
	Principal—VII	Anna Harnedy	1920		Lowell Normal
	VI	Vera Thurston	1926		Framingham Normal
	V'	Helen Sargent	1929		Castine Normal
	V	Elizabeth McCray	1927	1930	Hyannis Normal
	IV	Roxie Smith	1925	1930	Truro Normal
	IV	Katherine Ballard	1927		Farmington Normal
	III	Sarah Campbell	1923		Lowell Normal
	II	Mary Leary	1928		Lowell Normal
BRADLEE	I	Edith Donald	1927		Mt. Holyoke College
	I	Ethel B. Anderson	1921		Keene Normal
	Principal—VI-VII	Grace Hill	1900		Salem Normal
	IV-V	Jane Fitzhenry	1929		Machias (Maine) Normal
	II-III	Mina Noyes	1928		Salem Normal
INDIAN RIDGE	I-II	Florence Holt	1921		Page Kindergarten
	Principal—I-II	Jessie P. Brown	1914		Brandon Training School
	III-IV	C. Maude Pearl	1923		Framingham Normal
	I-IV	Ethel Lyons	1919		Gorham Normal
WEST CENTER NORTH	V-VIII	Laura Downing	1929	1930	Farmington Normal
	I-IV	Verona Tierney	1924		Lowell Normal
	I-VI	Maude Coggins	1921	1930	Gorham Normal
OSGOOD	Manual Training	Carl M. Gahan	1919		Gorham Normal
	Domestic Science	Margaret Hinchcliffe	1923		Framingham Normal
	Drawing	Dorothy Farnham	1927		Boston University
	Drawing	Ruth Jenkinson	1930		Museum of Fine Arts
SUPERVISORS	Music	Miriam Sweeney	1926		Lowell Normal

## ATTENDANCE STATISTICS

SCHOOL	GRADE
PUNCHARD . . . . .	High . . . . .
STOWE . . . . .	VIII . . . . .
	VII . . . . .
JOHN DOVE . . . . .	VI . . . . .
	VI . . . . .
	V . . . . .
	V . . . . .
	IV . . . . .
	III . . . . .
	III . . . . .
S. C. JACKSON . . . . .	II . . . . .
	II . . . . .
	I . . . . .
SHAWSHEEN . . . . .	VII . . . . .
	VI . . . . .
	V-VI . . . . .
	V . . . . .
	IV . . . . .
	III . . . . .
	II-III . . . . .
	II . . . . .
	I . . . . .
BRADLEE . . . . .	VI-VII . . . . .
	IV-V . . . . .
	II-III . . . . .
	I-II . . . . .
INDIAN RIDGE . . . . .	V-VI . . . . .
	III-IV . . . . .
	I-II . . . . .
WEST CENTER . . . . .	I-IV . . . . .
NORTH . . . . .	V-VIII . . . . .
	I-IV . . . . .
OSGOOD . . . . .	I-VI . . . . .



# 1929-1930

ENROLLMENT							Total Membership	Average Membership	Average Attendance	Per cent of Attendance
Boys	Girls	Total	5 to 7 years	7 to 14 years	14 to 16 years	Over 16 years				
146	175	321		20	151	150	321	304	295	96.9
68	53	121		70	49	2	121	118	115	96.9
72	67	139		115	23	1	139	135	131	96.9
18	21	39		39			39	34	33	98.5
19	15	34		31	3		34	23	22	95.7
15	15	30		30			30	30	29	97.1
16	15	31		31			31	29	28	96.6
17	18	35		35			35	33	32	97.3
21	14	35		35			35	29	28	95.3
22	15	37	1	36			37	33	31	95.8
15	8	23	5	18			23	23	22	95.1
10	14	24	4	20			24	22	21	94.3
10	20	30	26	4			30	29	27	92.6
8	17	25		24	1		25	24	23	97.8
20	11	31		31			31	30	29	96.8
9	11	20		20			20	20	19	97.2
15	16	31		30	1		31	30	29	96.6
17	20	37		37			37	35	33	94.5
16	11	27		27			27	26	25	95.4
9	12	21	7	14			21	19	18	94.7
16	11	27	7	20			27	26	25	94.8
17	14	31	28	3			31	31	29	92.4
27	18	45		41	4		45	27	26	96.1
23	20	43		41			43	39	38	96.3
19	23	42		42			42	38	38	97.3
16	27	43	18	25			43	28	27	94.8
11	10	21		21			21	22	22	98.5
13	12	25		25			25	25	25	98.0
10	14	24	13	11			24	24	24	97.6
18	13	31	9	22			31	28	27	97.4
9	6	15		12	3		15	15	14	96.4
12	11	23	9	14			23	22	21	96.2
3	6	9	2	7			9	10	10	95.8
737	733	1470	171	952	236	154	1470	1361	1316	96.2

## PRIZE AWARDS

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The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Eleanor Barnard, '32.

Second, twelve dollars, Robert Abercrombie, '30.

Third, eight dollars, Miriam Smith, '30.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girls' prize, five dollars, Margaret Sparks, '31.

Boys' prize, five dollars, James O'Donnell, '31.

The M. E. Gutterson botanical prizes:

First, five dollars, Wilma Corliss, '32.

Second, three dollars, Evelyn Hartley, '31.

Prizes for excellence in first year Latin:

First, ten dollars, Agnes Gallagher, '33.

Second, five dollars, Mary Barnard, '33.

The Parker Memorial Prize to the member of the Senior class who has won his "P" twice, and has stood highest among the athletes in scholarship:

Ten dollars, Kenneth Wallace, '30.

Prize offered by Dr. Conroy to member of the Freshman class making the greatest improvement during the year:

Five dollars, William Daly, '33.

Prize offered by Dr. Conroy for the best impromptu essay by a Senior:

Five dollars, Margaret Laurie, '30.

The Moderator Prize for excellence in School Citizenship presented by Headmaster Alfred E. Stearns:

Stanley Swanton, '30.

Harvard Club Prize Book to a junior boy in the College Preparatory Course:

Claxton Munro, Jr., '32.

Post No. 8, American Legion Prize for best essay on The Constitution of The United States:

Robert Stone, '30.

Commercial Course Prize by Mr. Charles Hemenway:

Ella Larkin, '30.

## LINCOLN SPELLING MATCH PRIZES

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### GENERAL PRIZES

First, Edwin Hadley  
Second, Dorothy Wade  
Third, Richard Cooper

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### GRADE PRIZES

#### GRADE VIII

First, Edwin Hadley  
Second, Richard Cooper

#### GRADE VII

First, John Walker  
Second, Grace Spinnella

#### GRADE VI

First, William Pomeroy  
Second, James Bissett

#### GRADE V

First, Preston Wade  
Second, Wayne Anderson

## SEVENTY-FIRST COMMENCEMENT EXERCISES

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PROCESSIONAL—Priests' March from Athalia	<i>Mendelssohn</i>
ORCHESTRA	
CHORUS—Unfold, Ye Portals	<i>Gounod</i>
(from the oratorio, The Redemption)	
GLEE CLUBS WITH ORCHESTRAL ACCOMPANIMENT	
PRAYER	REV. FREDERICK B. NOSS
SALUTATORY AND ESSAY—Early Andover	RUTH ADELAIDE BODWELL
ESSAY—Wanderlust	ELLA MILDRED LARKIN
MUSIC—The Old Refrain	<i>Kreisler</i>
GIRLS' GLEE CLUB WITH ORCHESTRA	
ESSAY—The Clipper Ship	ROBERT LELAND STONE
PRESENTATION OF CLASS GIFT	
PRESENTATION OF PRIZES	
ESSAY AND VALEDICTORY—Massachusetts' Crown of Glory	MIRIAM WOOD SMITH
PUNCHARD ODE	
PRESENTATION OF DIPLOMAS	REV. NEWMAN MATTHEWS
CLASS SONG	

### PUNCHARD ODE

Our dear Alma Mater, fair Punchard, all hail!  
In faith ever filial and true,  
Our pledge of a love for thee never to fail,  
Again hand in hand we renew;  
To thee in the spirit and light of the hour,—  
This oasis green of our way,—  
All gemmed with bright stars of our hope in the flower,  
We bring a fresh garland to-day.

—William G. Goldsmith

## CLASS SONG

Of Punchard we'll sing, let our voices respond  
 To the thought that is dear to each soul.  
 Inspired and fostered by lofty ideals,  
 Achievement is ever our goal.  
 Let all our ambitions be shaped to the end  
 That a credit to thee we may be;  
 Though our paths may diverge, be there ever the urge  
 To be faithful and loyal to thee.

The speeding years glide on the wings of the morn;  
 They pause not to leave in their wake  
 A hint of the hardships that life can exact,  
 Whatever the course we may take.  
 'Tis only through trial, like well-tempered steel,  
 That the value of service is found.  
 May we rise to the test, of ourselves give the best,—  
 Hail to Punchard! Our praises resound.

*Robert Abercrombie*

## THE CLASS OF 1930

*"We build the ladder by which we rise"*

Robert Douglas Abercrombie  
 Flora May Bacon  
 Elizabeth Agnes Barrett  
 Viola Regina Biggar  
 Ruth Adelaide Bodwell  
 Edward Hosmer Bradford  
 Irma Adelaide Carter  
 Rose Mae Chandler  
 Elwood Norton Chase, 2nd  
 Albert Cole, Jr.  
 Attley Mignon Coolidge  
 Gilbert James Cromie  
 John Woodrow Crowley  
 Eleanor Constance Daly  
 Benjamin Franklin Dimlich  
 Gertrude Frances Dyer  
 Margaret Ann Fairweather  
 Dorothy Stevens Foster  
 Walter Samuel Gainey  
 Elsie Augusta Gilbert  
 Anne Genevieve Glowacki  
 William Joseph Greene  
 Charlotte Frances Hovey  
 Dorothy Navadne Jenkins

Ella Mildred Larkin  
 Margaret Brown Laurie  
 Marian MacDougall  
 James Lindsay Milnes  
 Margaret Cecilia Morrissey  
 Harriet Maude Newman  
 Ralph Bailey Newton  
 Clare William Norton, Jr.  
 Dorothy Isabel O'Connor  
 Margaret Wallace Purcell  
 Bernard Leonard Reilly  
 Frank Samuel Richards  
 Mary Agnes Robertson  
 Helen Julia Sayles  
 Miriam Wood Smith  
 James Kenneth Sparks  
 Louis Spector  
 Oscar Spector  
 Robert Leland Stone  
 Stanley Frederick Swanton  
 James Philip Tammany  
 William Murray Urquhart  
 Dorothy Louise Wade  
 Kenneth Henry Wallace

Dorothy Catherine Winn

# STOWE JUNIOR HIGH SCHOOL

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## GRADUATING EXERCISES

PROCESSIONAL—"Our Boys and Girls of California" *Ascher*  
ORCHESTRA

CHORUS—"Awake! Awake!" *Cushman*  
GRADUATING CLASS

ORCHESTRAL ACCOMPANIMENT

PRAYER

REV. FREDERICK B. NOSS

CHORUS—"Sylvia" *Speaks*  
GRADUATING CLASS

ORCHESTRAL ACCOMPANIMENT

ADDRESS

NATHAN C. HAMBLIN, Principal Punchard High School

ORCHESTRAL SELECTION—"Valse" *Schmidt*  
ORCHESTRA

PRESENTATION OF CERTIFICATES

MRS. E. V. FRENCH, Member of Andover School Committee

CHORUS—"The Heavens Resound" *Beethoven*  
GRADUATING CLASS

ORCHESTRAL ACCOMPANIMENT

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## LIST OF GRADUATES

Doris Wooding Anderson	Joan Isabel Fraser
Charlotte Reid Auchterlonie	Harry Francis
Earl James Bowden	Sam Edwin Furness, Jr.
Dorothy Mason Boyce	Edith Barbara Gates
Thelma Marion Beck	Edith Amminilla Griffin
Evaline Amelia Cairnie	Dorothy Mae Gordon
Albert Burnett Carlson	James Gordon
Mary Chacovitch	John Edward Anderson Gorrie
Frank Herbert Chadwick	Charles Gray
Allan Gordon Chadwick	George Edwin Hadley
Elizabeth Mae Cole	Norman Fohner Hansen
Richard Twining Cooper	Richard Nichols Hawkes
Willard Huntington Currier	James Francis Haggerty
Margaret Katherine Dane	Marion Gertrude Herbert
George William Davison	Charles Asa Hill
Zigmond Dembkoski	Lina Beatrice Hazelton
Agnes Caldwell Deyermond	Roger William Herrick
Robert Victor Deyermond	Carolyn Hurwitch
Elizabeth Coulter Deyermond	Evy Florence Elizabeth Hillerstrom
Arthur Freeman Doucette	Ruth Florence Kearn
Harold Francis Evans	George Baxter Keith
Helen Sutherland Ferrier	Harold Palmer Kitchen
Ella Bernice Fraize	Frances Koza



Charles Thomas Krauze  
 Morris Krinsky  
 Zigmond Kupis  
 Ruby Nicoll Laurie  
 Doris Helen Livingston  
 Chester Laurence Low  
 Doris Arlene Lyle  
 John Malachi Lynch  
 Josephine Helen MacDonald  
 Robert Henry Murray Maclaren  
 June MacLellan  
 Helen Elizabeth McDonald  
 Eleanor Elizabeth Manning  
 Ruth Frances McTernan  
 Margaret Nicoll Mitchell  
 John McGrath Murray  
 John Edward Newcomb  
 Margaret Clark Nicoll  
 Stanley Hutchins Norton  
 Julius Ostrowski  
 John Peatman  
 Andrew Sherborne Pendleton  
 Emile Joseph Perrault  
 Jeannette Marie Poirier  
 George Rodway  
 Arthur Rothera  
 Roy Addison Russell

Beatrice Louise Rutz  
 Alice Veronica Sawyer  
 Helen Louise Theresa Sharpe  
 May Shorten  
 William Arthur Simpson  
 Albert Gladstone Sims  
 George Williams Smith  
 Ethel Hannah Sorrie  
 Charles Harvey Spinney, Jr.  
 Ernest Stein  
 James Coburn Stickney  
 Edith Cecilia Stott  
 Everdeke Thiras  
 Dearborn Forest Tomlinson  
 Allan Randolph Trott  
 Donald Edward Urban  
 Doris Elizabeth Wade  
 Anna Elizabeth Waldie  
 John Parker Warden  
 Alfred Edward Webb  
 Walter Stewart Welding  
 Ruth Evelyn Wescott  
 George Calder Williams  
 Jean Wilson  
 Eleanor Winslow  
 Jane Lois Wood  
 Margaret Wood

Jeanne Josephine Tisbert

#### POST-GRADUATE

Russell Colby Stevens

#### SPECIAL

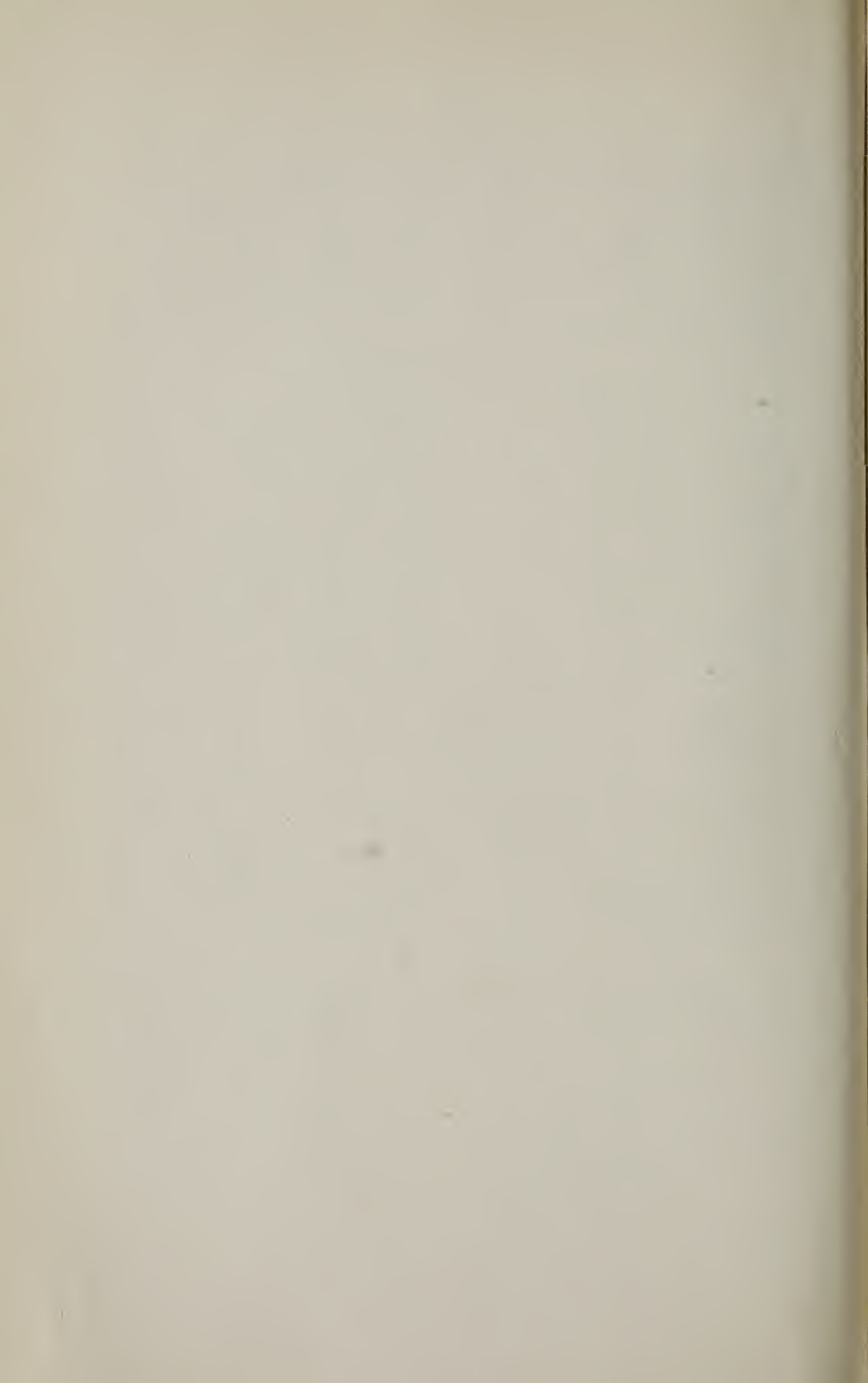
Annie Ruth Rebecca Burns      Melvin Joseph Gaudet  
 Alexander McNab Holden

#### TRANSFER GROUP

Harold Brackett      Josephine Effie Pitman  
 George Thayer Burrige      Robert Shorten  
 Russell Edward Hall      Robert Walker  
 Joseph Lynch, Jr.      Walter Davis

#### NORTH SCHOOL

Edward Joseph Chlebowsky      Raymond Joseph Ouellette  
 Warren Arthur Maddox      Roberta Frances Irene Shiers  
 Kathleen Agnes McGovern      Robert Rutter Shiers



TOWN OF  
ANDOVER, MASSACHUSETTS

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ANNUAL REPORT  
OF  
THE SCHOOL COMMITTEE  
FOR THE YEAR  
1931

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ANDOVER, MASS.  
THE ANDOVER PRESS  
1932

Andover, Mass., Feb. 2, 1932

The School Committee voted to adopt the report of the Superintendent as its report for 1931.

FREDERICK E. CHEEVER

*Secretary*

## A TRIBUTE

### MRS. JEROME W. CROSS

It is always sad when Death comes to a community. The shock and sense of loss is deepened when it takes suddenly from active service on the School Board of a Town, a valued and esteemed member.

Mrs. Jerome W. Cross was elected to the School Committee of Andover in March, 1928 for the completion of an unexpired term and was re-elected at the end of that term in March, 1930.

Mrs. Cross brought to the deliberations and councils of the School Committee a keen interest in, and a knowledge of matters of public welfare, of the young people of the town, and especially of the children of the public schools.

Her many contacts with parents and homes, and an almost intuitive sympathetic understanding of teachers gave her unusual ability with which to meet difficult school situations and problems.

As a member of the Committee she was almost perfect in her attendance upon its sessions, often making considerable sacrifice to be present at meetings regular and special.

She was an enthusiastic, optimistic, joyful worker, pleasing in manner and helpful. She was eager to be of service and willing to give of herself freely in the interest of the schools.

Her most intensive interest was in furthering the erection of a new school building at the central plant.

For this work she made careful study of the schools and their needs, working intelligently, conscientiously, and courageously; ever fearless in the face of criticism and opposition—so long as she felt the course pursued to be right.

The members of the Committee deeply appreciate her fine spirit of co-operation and will miss her genial presence at their meetings. To them it seems little short of tragedy that her life should thus be cut off in the fullness of its usefulness.

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MARION E. HARDY  
R. F. D. No. 1, Lowell, Mass.



## GENERAL COMMITTEES

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### *Financial and Advisory*

H. GILBERT FRANCKE, *Chairman*      FREDERICK E. CHEEVER  
CLAXTON MONRO

### *Teachers*

MRS. E. V. FRENCH, *Chairman*      DR. NATHANIEL STOWERS  
MISS MARY E. C. GEAGAN

### *Buildings, Grounds, and Equipment*

CLIFFORD DUNNELLS, *Chairman*      MRS. R. N. C. BARNES  
WILLIAM A. DOHERTY

# LIST OF TEACHERS

## PUNCHARD SCHOOL

NAME		RESIDENCE
	<i>Latin</i>	
Nathan C. Hamblin, <i>Principal</i>		117 Chestnut Street
Helen Munroe		40 Prospect Street, Melrose, Mass.
	<i>Science</i>	
Eugene V. Lovely		Carishbrooke Street
Eleanor Setchel		Main Street
	<i>History</i>	
Charles A. Gregory		Prospect Hill Road
	<i>English</i>	
Mary L. Smith, <i>Librarian</i>		Caronel Court
Emma G. Carter		135 Main Street
Lilian Fox		135 Main Street
	<i>Mathematics</i>	
Marjorie W. Stevens		37 High Street
Gertrude Berry		174 High Street
	<i>Business</i>	
Mervin E. Stevens		37 High Street
Mary S. Barnes		100½ Main Street
William McDonald		Chestnut Street
	<i>Modern Languages</i>	
E. Marjorie Smith		61 Elm Street
Helen deM. Dunn		8 Summer Street

## STOWE SCHOOL

VII, VIII	Clara A. Putnam, <i>Principal</i>	30 Washington Ave.
	Etta M. Dodge	Park St.
	Anna Chase	Lowell, R. F. D. No. 1
	Cecilia A. Derrah	26 Summer St.
	Bernice Stimpson	17 Summer St.
	Nancy Hird	Salem, N. H.
	Alberta Espey	111 Osgood St., No. Andover
	Laura Parker	Elm St.
	Reta Atkinson	135 Main St.

## JOHN DOVE AND S. C. JACKSON SCHOOLS

V	Margaret Kimball, <i>Principal</i>	22 Brook St.
VI	Bessie Conant	135 Main St.
VI	Eunice Stack	20 Summer St.
V-VI	Helen Sargent	13 Chestnut St.

# LIST OF TEACHERS

7

IV	Alice Stack	20 Summer St.
V	Mary O'Dowd	59 Elm St.
III-IV	Catherine Barrett	102 Chestnut St.
III	Helen McGraw	13 High St.
II	Florence Abbott	Upland Rd.
I-II	Adele H. Duval	20 Wolcott Ave.
I	Florance Prevost	56 Bartlet St.
Special	Georgianna Hilton	Lowell St.

## INDIAN RIDGE SCHOOL

I-II	Jessie P. Brown, <i>Principal</i>	45 Bartlet St.
III-IV	C. Maude Pearl	21 Florence St.

## BRADLEE SCHOOL

V-VI	Grace Hill, <i>Principal</i>	50 Whittier St.
IV-V	Jane Fitzhenry	Cambridge, Mass.
II-III	Mina Noyes	Lovejoy Rd.
I-II	Florence Holt	9 Avon St.

## SHAWSHEEN SCHOOL

VI	Anna Harnedy, <i>Principal</i>	24 Summer St.
V	Vera Thurston	5 Ayer St.
IV	Katherine Ballard	72 Chestnut St.
III	Sarah Campbell	207 Middlesex St., No. Andover
II	Mary Leary	Washington Ave.
II	Edith Donald	Carisbrooke St.
I	Ethel B. Anderson	37 Lowell St.

## NORTH SCHOOL

V-VIII	Bessie Carter	High Plain Rd.
I-IV	Verona Tierney	530 Andover St., Lawrence

## WEST CENTER SCHOOL

I-IV	Betty Hird	Salem, N. H.
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## SUPERVISORS

<i>Music</i>	Miriam Sweeney	22 Central St.
<i>Manual Training</i>	Carl M. Gahan	106 Chestnut St.
<i>Drawing</i>	Dorothy Farnham	135 Main St.
<i>Drawing</i>	Ruth Jenkinson	10 Oakwood Ave., Lawrence
<i>Domestic Science</i>	Margaret Hinchcliffe	3 Highland Rd.

## SCHOOL PHYSICIAN

Philip W. Blake, M.D., Main St.

## SCHOOL NURSE

Edith M. Moreton, Melrose, Mass.

## DENTAL HYGIENIST

Margaret V. Cronin

Center St., Ballardvale

## ATTENDANCE OFFICER

Robert Dobbie

28 Maple Ave.

## CONTINUATION SCHOOL

*Director*, Carl M. Gahan

*Assistant*, Margaret Hinchcliffe

### JANITORS

#### Central Plant

Head Janitor

John Ralph, Chestnut Street

Fireman

Percy Crosby, Allen Court

Assistant

Fred Collins, 36 Summer Street

#### Indian Ridge School

Alexander Dick, Cuba Street

#### Bradlee School

James McGhie, Ballardvale

#### Shawsheen School

Henry Todd, Poor Street

#### West Centre School

Granville K. Cutler, Lowell Street

#### North School

John Crowley, R. F. D. No. 1

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### COMMITTEE MEETINGS

The first Tuesday of each month, excepting the months of March, July and August, at 7.30 p.m., in the School Committee Rooms, Punchard High School.

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### SUPERINTENDENT'S OFFICE HOURS

8-8.30 a.m.; 4-5 p.m., on school days.

7-7.30 p.m., Tuesdays, Fridays.

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### NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 a.m. there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 p.m., these grades will have no session in the afternoon. Should the same signal be heard at 8.30 a.m. or at 1 p.m., there will be no session of the first three grades.

## FINANCIAL STATEMENT

For the year ending December 31, 1931

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### GENERAL EXPENSE

#### Salaries:

Superintendent	\$4300.00	
Attendance Officer	100.00	
Clerk	1052.85	
Office Expenses	166.09	
	<hr/>	\$5618.94

### EXPENSE OF INSTRUCTION

#### Supervisors:

Salaries		2799.84
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#### Teachers:

Elementary	49498.99	
Junior High	19375.10	
High	30196.21	
	<hr/>	99070.30

#### Textbooks:

Elementary	896.11	
Junior High	338.74	
High	1040.67	
	<hr/>	2275.52

#### Supplies:

Elementary	892.37	
Junior High	937.90	
High	1229.34	
	<hr/>	3059.61

### EXPENSE OF OPERATION

#### Janitors:

Elementary	4937.42	
Junior High	1775.92	
High	1669.64	
	<hr/>	8382.98

## Fuel:

Elementary	2606.21	
Junior High	852.16	
High	852.17	
		<hr/>
		4310.54

## Janitors' Supplies:

Elementary	1027.93	
Junior High	240.62	
High	974.68	
		<hr/>
		2243.23

## MAINTENANCE

## Repairs:

Elementary	2467.18	
Junior High	417.84	
High	758.79	
		<hr/>
		3643.81

## AUXILIARY AGENCIES

## Libraries:

Elementary	28.00	
Junior High	11.43	
High	176.94	
		<hr/>
		216.37

## Health:

Elementary	1945.27	
Junior High	1080.40	
High	428.68	
		<hr/>
		3454.35

## Transportation:

Elementary	4409.55	
Junior High	3136.06	
High	2917.79	
		<hr/>
		10463.40



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MISCELLANEOUS

## Tuition:

Elementary	604.77	
Junior High	40.92	
High	322.64	
	<hr/>	968.33

## Sundries:

Elementary	746.09	
Junior High	793.52	
High	444.62	
	<hr/>	1984.23

## OUTLAYS

New Grounds	721.47	
New Equipment	1122.15	
	<hr/>	1843.62

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## SUMMARY OF RECEIPTS AND EXPENDITURES

Appropriation	150344.00
Total Expenditures	150335.07
	<hr/>
Balance	8.93

January 8, 1932

*To the Finance Committee of Andover, Massachusetts.*

Gentlemen:

In response to your appeal to the School Department to keep its 1932 Budget within 90% of the 1931 appropriation, we beg to reply that we realize this is a time for retrenchment and intend to co-operate as fully as possible, but we feel that such retrenchment should be effected through reduction in operating expense, rather than through a cut in salaries. (Such reduction may have to come, but does not seem necessary or advisable now.) We therefore submit the following budget for your approval. You will note that our operating expenses which were already at a minimum have now been reduced 9% and teachers have been asked to pay for their substitutes themselves. As a result we are able to show a reduction in our budget of \$2694.00 for 1932, the total budget being \$147,650.00 which is made up as follows:

Item	1931	1932	Increase	Decrease
General Expense	\$ 5500	\$ 5660	\$ 160	
Instruction	102627	103723	275	
			821	
Textbooks and Supplies	5000	4500		\$ 500
Health	3658	3450		208
Transportation	10310	10400	90	
Janitors	8199	8282	83	
Fuel	5500	4375		1125
Janitors Supplies	1875	2125	250	
Repairs	3775	2925		850
New Equipment	1050	800		250
*Miscellaneous	2850	1410		1440
	<hr/>	<hr/>	<hr/>	<hr/>
	\$150344	\$147650	\$1679	\$4373

\*One thousand dollars has been added to the above for tuition in industrial schools making the total \$148650.00. This is in accordance with the ruling of the Division of Accounts, State Department of Corporations and Taxation.

## TRUSTEES OF PUNCHARD FREE SCHOOL

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MYRON E. GUTTERSON  
REV. NEWMAN MATTHEWS  
REV. FREDERICK B. NOSS  
JOHN H. CAMPION

FREDERIC S. BOUTWELL  
HENRY G. TYER  
REV. CHARLES W. HENRY  
EDMOND E. HAMMOND

*President*, REV. CHARLES W. HENRY

*Clerk and Treasurer*, EDMOND E. HAMMOND

### *Visiting Committee*

MYRON E. GUTTERSON  
REV. NEWMAN MATTHEWS

REV. FREDERICK B. NOSS  
REV. CHARLES W. HENRY

### *Finance Committee*

HENRY G. TYER  
EDMOND E. HAMMOND

FREDERIC S. BOUTWELL  
JOHN H. CAMPION

### *Auditing Committee*

FREDERIC S. BOUTWELL  
JOHN H. CAMPION

HENRY G. TYER

## REPORT OF THE SUPERINTENDENT OF SCHOOLS

*To the School Committee of Andover.*

Ladies and Gentlemen:

I have the honor to submit my sixteenth annual report which is the forty-second in a series of similar reports.

The annual report of 1930 concluded with these words: "Much careful and constructive thinking must be done if our institutions are to continue in powerful and effective operation. The schools are an important institution and closely allied to both social and business welfare. They need and I believe have in Andover the support and sympathetic co-operation of an intelligent citizenship." What was said then may be said with more emphasis today. During the year just passed a great depression has spread throughout the country. It is important that this depression should not have a too serious effect upon the public schools. Richard R. Foster in the November issue of *The Journal of the National Education Association* says, "The schools serve a large social function which cannot be safely neglected or delayed. The schools will play a major part in preventing another severe business depression. To accomplish this, however, they must be maintained at full efficiency. In times of crisis the need for efficient teachers is especially emphatic, and any lowering of efficiency by decreasing teachers' financial security is short-sighted and dangerous."

### TRANSPORTATION

Transportation is one of the larger problems in school administration. Last year the department spent ten thousand four hundred fifty-five dollars for the transportation of four hundred twenty-nine school children. The geographical location of Andover is largely responsible for this. The main business section of the town is situated less than a mile from its eastern border while it is fully six miles from its western border. In other words, large areas of the town are situated at unusual distances from the opportunities furnished by a community group. Of the four hundred twenty-nine children transported, one hundred thirty-eight are to the high school. Of the high school children, sixty-

seven are from Shawsheen, twenty-six from the south and south-eastern part of the town, twenty-three from West Parish and twenty-two from Lowell Junction and Ballardvale. There is no question in regard to these children. If they are to receive the benefits of the high school it is of course necessary for them to come to the high school building.

Of those children transported in the grades, thirty-one come from Jenkins' Corner and Salem Street, and sixty-four from South Main Street. As there are no school buildings in these localities, these children are brought to the S. C. Jackson, John Dove, and Stowe Schools. There are also thirty-five children at the corner of Woburn and Andover Street and fourteen at Lowell Junction who are transported to the Bradlee School. There are in this case no school buildings in the vicinity of the homes of these children.

Of the one hundred forty-seven remaining children who are transported, twenty-one are from the Bailey District, twenty-one from the Osgood District, thirty-seven from the West Center, twenty-three from Shawsheen and forty-five from Ballardvale. These children are transported on account of educational advantages received. There is also a great economical advantage in the transportation of children from the small schools like Osgood and West Center. If they were returned to the school buildings nearer their homes there would be required at least three additional teachers. Moreover, there would be the cost of fuel, janitor service, and supervisors. While in the larger graded schools like Shawsheen and John Dove the average cost per pupil remains below seventy-four dollars, in the smaller schools like the North and West Center the average is approximately ninety-five dollars per pupil.

### NEW ENGLISH BOOKS

In the Junior High School, new English textbooks have been chosen to take the place of *Elementary English* by Hodge and Lee. The new series is *Thinking, Speaking, and Writing*, by Holman, Clark, and Veit, published by Silver, Burdett and Company. Very great care was used in the selection of this series. Copies of



the best and most modern books on the market were secured and a careful comparison made with them and the text already in use. The following quotation from the report of the teachers committee which had much to do with the selection of the text will perhaps give the merits of the new series:

“Individual merits of *Thinking, Speaking, and Writing*

“(a) Arrangement

The inductive method is used. ‘The sequence of lessons within a week, and the sequence of chapters throughout the year, are planned as a spiral. In this way the pupil is caused to repeat previous experiences at the same time that he undergoes fresh ones.’ (Quoted from the foreword). This arrangement eliminates the need for extensive organization of material on the part of the teacher.

“(b) Composition

Explanations are exceptionally clear and are written directly to the pupil.

Topic suggestions are helpful, being timely and suited to pupil interests.

Definite and immediate application of grammar principles to the composition is arranged for.

Check-up work and suggestions for criticism are addressed to the pupil and are to the point.

Models of the various forms of composition are well chosen and numerous.

“(c) Grammar

Only functional grammar is introduced. Each grammatical principle introduced is immediately applied to language work. Drill exercises are very good. Reviews are frequent and well placed. Reviews are cumulative.

“(d) Spelling

Drill material is well chosen and well handled. ‘Thorough drill is provided in the use of words misspelled or misused by pupils. Hundreds of errors made by pupils in the——schools of New



York City were collated and classified with those listed as most common errors in the eighth year elsewhere throughout the country.' (Quoted from the foreword.)

“(e) Phonics

An item long neglected in upper grade texts is here well presented.”

Besides the superior technical advantages of the new text, there is also an economical condition involved. The new text is a two-book series which avoids the necessity of buying a large book which contains the work of two grades and used in a single grade. In addition there is a sufficient number of words listed for spelling so as to relieve the necessity for purchasing spelling books.

### SOCIAL STUDIES IN JUNIOR HIGH SCHOOL

There has been, perhaps with considerable justice, a feeling that in the Junior High School too much time is spent in recitation, depriving the children of opportunities for study during school hours. To relieve this situation the method of combining History and Geography so that a correlation of the two shall strengthen each is being considered for that school. There is a series of textbooks published by Rugg which carries out this method in a very satisfactory way. They are written in a clear, concise, style and are adapted to the children of these grades. The subject matter is so arranged and correlated that when the child has made a careful study of the books he will have a clear and definite knowledge of the two subjects, History and Geography.

### CHARACTER TRAINING

All educational papers, conventions, and gatherings have for several years discussed the matter of character training in the public schools. The aims in education have changed greatly since the world war and many social and moral features have been forced into the curriculum. Some of them of course will remain, others will pass as time goes on. As far as character training is concerned, I have always believed that in the public schools it must be in-

direct, that the personality of the teacher and her methods must be the greatest factors in developing character in the children. It seems to me that this is still true and yet during the last few years many outlines and texts have been furnished and some of these have much good material to assist the teacher in her work along this line. In Andover we are trying out *The Egan Monthly Service in Character Training* in our sixth grades.

### HEALTH PROGRAM

The development of a health program in the public schools has been one of those social movements which has been persistent and forceful in its progress during the last few years. First there was the school physician, then the school nurse and the dental hygienist. Now programs for health study in the grades are flooding the country from all sources. In Andover we have adopted the course outlined by the State Health Department. This contains a series of lessons and projects for grades one to six. It is well correlated, easy to carry out, and seemed better adapted than any other to the conditions in Andover. As yet the health program has not made a demand on the time schedule of the schools. It correlates and forms a part of the oral and written language, of the drawing, of the physical exercises and the opening exercises. The program simply furnishes material which is to be used in connection with other school subjects.

On June 4, 1931, all the schools in Andover observed Health Day. The regular day set apart by the state for such observances was May first but as this came during the vacation of the Andover Schools our observance was moved forward until June 4th. On that day all the schools in town had very satisfactory programs showing both work that had already been done in the public schools and work which might be done under the adoption of a new program. These programs also served to interest parents and children in health conditions. At the central schools an out-door pageant was given which was a great credit to the teachers and those who worked so hard to make it a success. The following program shows the general plan of the pageant:

## JOHN DOVE GREEN

June 4, 1931

## PART I

## TOY SHOP

*Customer enters**Toy Orchestra**Inspection by nurse and four assistants**Milk, fruits, and vegetables enter**Brownies perform exercises**Song—Dolls' Lullaby*

## PART II

## PAGEANT—HEALTH OF AMERICA

## AMERICA—Eleanor Barnard

Scene I. Yesterday. The Melting Pot.

Review of Nations—31 represented

Dance of Nations

Flag Salute

## BETWEEN SCENES—VIRGINIA REEL

Scene II. Today. Child Health Day at School.

Physical Examination of a child.

Pantomime—Proper Daily Diet

Dance—Bath Towels—Cleanliness

Game—Health Exercise

Review of children who have won Improvement, Teeth, and

Physically Fit Tags.

## BETWEEN SCENES—MAY POLE DANCE

Scene III. Tomorrow. Child Bill of Rights.

Arch Formation

Well born

Good homes

Modern School

## SONG—AMERICA THE BEAUTIFUL

In the prevention of disease probably Andover is especially strong. Dr. Blake and the Board of Health working together have given the Shick Test to those children whose parents are willing until there is practically no diphtheria among the children of the town. Quarantine and exclusion from schools, where there was suspicion of possible contagion, have been carefully observed. Dr. Blake in his report speaks of this as follows: "We have been fortunate this year in having very few contagious diseases to contend with. I feel that in this matter great credit should be given the school nurse and the teachers for their vigilance in questioning suspicious cases, and to the Board of Health for their loyal co-operation in enforcing quarantine. In some instances, it would appear a hardship on the individual for a child to be excluded merely on suspicion, but such a course proves a most successful factor in the decreasing of epidemics. —The success of the diphtheria inoculations in the schools has inspired a larger number of parents to have this work done for the child in infancy. This is very much to be desired, inasmuch as children from two to six are the most susceptible to this disease." Miss Moreton in her report, speaking of the follow-up work connected with the Chadwick Clinic, illustrates one phase of prevention activities. She writes as follows: "At the beginning of the year a report of their work just completed was received from the Chadwick Clinic, containing individual charts of eighty children with evidences of past or present tubercular infection. During the year, this group has been weighed each month, records kept of absences, and of defects corrected. An early date has been set for the X-raying again of these children to check up on their condition." Much follow-up work is done by both Miss Moreton, school nurse, and Miss Cronin, dental hygienist.

In this connection, the Red Cross should receive hearty thanks for their efforts to assist the children in the care of their teeth and to encourage dental work in the schools. Miss Cronin reports: "Through means of the Red Cross thirty-five children were taken to Doctor William A. Fleming for filling incisors and cuspids only. The Red Cross also has Doctor Emerson Priest fill permanent



teeth of worthy children in the first three grades. In all, three hundred seventy-one cavities have been filled so far."

This year another health activity has been going on in the schools. The State requires schools for children three or more years retarded and furnishes a mental clinic to investigate these cases. This clinic is now at work in Andover. Miss Moreton has done a great deal to assist in this work. She interviewed more than fifty mothers of the children who were to be tested and obtained a thorough description of each child's physical, mental and moral reactions. The results of this clinic will assist the superintendent and teachers in making the right selection of children to be placed in the rooms for retarded children.

### MUSIC AND ART

This report would be seriously lacking if it did not mention developments in two very important school subjects; music and art. Both departments place great stress on the value of appreciation.

A great deal has been done in instrumental instruction. This work, through Miss Sweeney's kindness, has been carried on mostly outside of school time in such a way as not to interfere with other school work. Last fall Miss Sweeney organized a public school band which has already given a demonstration for the students and faculty of the High School. In regard to music appreciation, Miss Sweeney makes the following statement: "This year, in addition to the regular Music Appreciation Course of Study which is being taught in all the grades and the High School, an opportunity to listen once in every two weeks for one half hour to the Walter Damrosch Music Appreciation Programs has been made possible through the generosity of the Shawsheen Parent-Teachers' Association, the Ballardvale Mothers' Club and the Andover Mothers' Club who have presented five radios to the Andover Public Schools. To the members of these organizations I wish to express my sincere gratitude." Certainly the organizations mentioned above are deserving of appreciation and thanks from the School Department.

In the Art Department, a new State Course of Study is being tried out in some of the schools. Miss Farnham in her report writes fully on this new course. Through the kindness of the Curator and his assistant at the Addison Art Gallery a new and very important means of developing art in the public schools has been provided. Groups from all grades have visited the Gallery and greatly enjoyed the discussion and instruction given. Such an opportunity is rare in a town the size of Andover.

These two courses, Art and Music, are of great importance. They train children in expression and especially in appreciation of what is beautiful in their surroundings.

### DETROIT CONVENTION

It was my privilege to attend the convention of the Department of Superintendence of the National Education Association which was held last February in Detroit. The general theme of the convention was working for the child; in the home, in the schools, and in the community. That part of the theme relating to the home was rather an arraignment of those home conditions, of ignorance and neglect, which have thrown such severe burdens and responsibilities on the school. After a thorough discussion of the courses of study, some of the newer features of the school program were discussed. Individuality, character training, vocational training, and health were considered as parts of a well organized school system. Discussion of health was under three topics; investigation, correction and prevention. The third main topic of the convention, working for the child in the community, resolved itself largely into a discussion of the efficiency and value of Parent-Teacher organizations. The convention was one of the best of recent years and was enlivened by the attendance of many thousands of superintendents and educators from all parts of the country.

### ENROLLMENT

On October 31st, 1930, there were enrolled in the public schools of Andover, one thousand five hundred thirty-eight. On November 5th, 1931, there were enrolled one thousand five hundred



sixty-seven. This is an increase of only twenty-nine children. However, a study of Mr. Hamblin's report shows that twenty-four of this twenty-nine were enrolled in the High School where it has been most difficult to accommodate them. His report also shows that in the last eleven years there has been an increase in High School enrollment of one hundred fifty-four children and that during the last six years the increase has been one hundred sixteen. The High School building is used to its full capacity. This certainly is not the time for consideration of further school building. However, the depression will not always be with us and we shall hope and plan for the time when our high schools will not suffer from insufficient housing accommodations. The increase in the High School enrollment has increased the expenses of the School Department much more than an increase of the same number would have done in the grades. The High School is the most expensive part of the system in per capita costs. Any increase in enrollment here makes a proportionately large expenditure in the department. Any curtailment in the administration of the High School or any other branches of the School Department which would seriously affect their efficiency would be greatly regretted by school officials, parents and citizens.

### CONCLUSION

Andover has always been loyal to the public schools and proud of their achievements. She has always spent liberally for their support. Though the increase in appropriations for schools during the last ten years has shown a far smaller percent than the average of the state and though her financial outlay for schools has not been a burden such as has been borne by many towns, it is nevertheless a fact that Andover has been able to secure and hold a superior teaching force and has brought the schools up to a degree of efficiency comparable to that of the majority in the State.

Respectfully submitted,

HENRY C. SANBORN

## REPORT OF PRINCIPAL OF PUNCHARD SCHOOL

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*To the Superintendent of Schools and the Trustees of the Punchard Free School.*

Gentlemen:

I have the honor to submit my 22nd annual report as Principal of the Punchard High School.

The growing enrollment with its problems again forms the most important event of our school year. On January first, that enrollment was three hundred eighty-two (382), which is only five (5) less than the numbers for October. Others have come in since then, so that the school has shown almost no shrinkage during the first half of this school year. For purposes of comparison, I give the enrollment in five-year intervals, beginning with 1911:

1911	100
1916	214
1921	228
1926	266
1931	358
1932	382

These are all as of January 1. Remarkable as this percentage of increase has been, it is less than that for the whole state. During the past ten years, the high school enrollment for the state has nearly doubled.

In October, I called your attention to the crowded condition of certain classes and the amount of teaching which some of the teachers were having to do. This situation continues. If one may judge from the enrollment of the Junior High School, we shall have still more pupils next year. So far as home rooms are concerned, this can be taken care of by fitting Room 4, hitherto used as a drawing room, with desks. At present, five or six pupils are without desks, but are using the portable chairs without much discomfort. If Room 4 is thus fitted out, it should take care of next year's increase, and the building will have reached its capacity of 400 pupils. With all rooms except the laboratories, drawing rooms, and typing room, used as home rooms many students have

to be assigned for study purposes where recitations are being conducted. This is good neither for the students nor for the classes reciting.

The most crowded conditions are found in the English classes, the commercial classes of the first two years, and the modern language classes. The need for another teacher will be acute in September next. If it is impossible for us to have the additional teacher, there are two ways of meeting the situation. The first is by a longer school day or a day divided into more recitation periods. If the latter plan were adopted, it would result in a net time for each recitation of between 35 and 40 minutes, which in my opinion, is too short for satisfactory results. If the school day is increased in length, lasting until two o'clock instead of one, the number of recitation periods could be increased by one, without shortening their time. It would then be necessary to arrange for a luncheon recess for all pupils and provide for more satisfactory accommodations for such a period. In previous reports, I have suggested the longer school day, but the opposition to it has been strong, because so many of our pupils work in the afternoons.

Another means of meeting the situation would be to give up one or more subjects which we are now teaching. It is a question whether we are justified in offering work in three modern languages besides English. For a good many years now a considerable group has begun to study French in the Junior High School. To make this study of value, we have continued it for this group through the four grades, from 9 to 12. The results have been gratifying. There are, however, other pupils who have not had this earlier training and wish to begin French after entering Punchard. These must be provided for, so that in each of three years, we have two sets of pupils at different stages of advancement in French.

Spanish was introduced a number of years ago for the commercial group. Some who are not in the commercial course have wished to take it, and have been allowed to do so when they could without conflict with other subjects. At present, we have good-sized classes in Spanish. Whether the cultural or utilitarian value is sufficient to continue the teaching of Spanish

is an open question. One result of its being discontinued would probably be a large increase in the registration of the classes in French, which would not relieve the situation very much.

The German classes are small. For students going to scientific schools, German is usually required and many colleges require a student who enters without German to take it during the Freshman year. I need not state its cultural value. However, again the question comes up: "Are we justified in keeping it?" My own opinion is that both French and German should be offered and Spanish eventually dropped—that is—that we should have no beginners' Spanish class next year. Theoretically, I think it a splendid idea for every pupil in the commercial course to be required to take one year of a foreign language; practically, I believe we should abandon the plan.

The question is often raised whether or not the courses in manual training, domestic arts, drawing, and music could be eliminated without serious loss to the school. It is a mistake to think that we have greatly increased the offerings in these subjects. Twenty years ago, we had five part-time teachers or supervisors in the arts. Today, with a school which has increased nearly fourfold, we have five such teachers. Furthermore, the whole tendency of the times is to send more children to high school, whether brought here by the state requirements or the praiseworthy ambition of parents. The shop and the laboratory offer an opportunity for such of those pupils who cannot succeed in the older traditional subjects. Music and drawing have been part of the school program from the earliest days of formal education.

The problems of administration, to which I referred last year, have become more complex than ever. I should like to record again the real need of a secretary in the principal's office.

The Athletic Association has had a successful year, though only by special effort on the part of many people interested in our sports. As usual, the detailed report of finances will appear in the "Punch Harder".

Our most immediate needs, aside from those already mentioned, are more seats for Punchard Hall, a suitable song-book for use by the whole school in assembly, and lockers for the basement coat



rooms. The consolidation of these coat rooms to make room for the drawing department has resulted in greater confusion as to the ownership of coats, rubbers, and other personal articles, and, as I have several times reported, the locker system is the only solution.

The teachers have faced the increasing demands of present conditions with characteristic cheerfulness. Their ready response to my attempts to meet the situation has done much to lighten the difficulties.

Respectfully submitted,

NATHAN C. HAMBLIN

## REPORT OF SCHOOL PHYSICIAN

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Mr. Henry C. Sanborn  
Superintendent of Schools,  
Andover, Mass.

Dear Sir:

We have been fortunate this year in having very few contagious diseases to contend with. I feel that in this matter great credit should be given the school nurse and the teachers for their vigilance in questioning suspicious cases, and to the Board of Health for their loyal co-operation in enforcing quarantine. In some instances, it would appear a hardship on the individual for a child to be excluded merely on suspicion, but such a course proves a most successful factor in the decreasing of epidemics.

There has been an increase in the number of skin diseases in our schools, such as impetigo, ringworm, etc., and I feel this might fairly be attributed to the present hard times. This is greatly to be regretted, for in many instances, the child is absent from school much longer than he should be, for lack of the proper care in clearing up these cases.

The success of the diphtheria inoculations in the schools has inspired a larger number of parents to have this work done for the child in infancy. This is very much to be desired, inasmuch as children from two to six are the most susceptible to this disease.

I appreciate greatly the helpful spirit with which I am always met in my work in the schools.

Very truly yours,

PHILIP W. BLAKE

*School Physician*



## REPORT OF SCHOOL NURSE

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Mr. Henry C. Sanborn  
Superintendent of Schools,  
Andover, Mass.

Dear Sir:

I herewith submit my twelfth annual report as School Nurse in Andover.

At the beginning of the year a report of their work just completed was received from the Chadwick Clinic, containing individual charts of eighty (80) children with evidences of past or present tubercular infection. During the year, this group has been weighed each month, records kept of absences, and of defects corrected. An early date has been set for the X-raying again of these children to check up on their condition.

As early as February, plans for the observance of a Child Health Day began to be discussed. A National Child Health Day set apart by the President has always fallen on May first. Because of our vacation, this has never been possible so a later date was planned and as each school needed Miss Sweeney for the musical program, each school's exercises were on a different day. Those of the central schools were more elaborate and spectacular, but in no school was any effort spared in carrying out the program. It is to be hoped that our observance of this day will be a yearly event, bearing in mind this injunction: "Let your Child Health Day be a culmination rather than an achievement. With our new graded method of teaching health, this should be a checking up of the year's work, rather than a set program."

The number of pre-school examinations was somewhat smaller this year. The early correction of defects is too vital to the health and happiness of our first grade pupils to be lost sight of, and should receive due attention this spring.

Dr. Blake's early physical examinations of this group helped to off-set the lack of pre-school attention, to some extent. These were made during the second month of the school year, as were the three inoculations given to one hundred and twenty children.

Considerable time was spent in the fall interviewing over fifty mothers of children who were tested in the State Mental Clinic. A thorough description of each child's physical, mental and moral reactions, was obtained in each case.

The routine work included as usual, the weighing and vision tests of over twelve hundred children, first aid treatments when necessary, investigation of absences by home visits or telephone, children taken to eye and ear clinics, conferences attended at Beverly, Framingham and Salem, a course in Home Nursing and First Aid given to the girls in the Continuation School and short health talks in the school room.

An unusually small number of contagious diseases have been reported this year. Aside from colds, which seem uncontrollable, about fifteen cases of measles last spring, one of scarlet fever and one of chicken pox complete the list. Scabies and impetigo grow more prevalent each year. The two get a foothold in summer and continue to crop out during the fall and winter.

Respectfully submitted,

EDITH MORETON, R.N.

*School Nurse*

## REPORT OF DENTAL NURSE

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Mr. Henry C. Sanborn  
Superintendent of Schools,  
Andover, Mass.

Dear Sir:

I hereby submit my sixth annual report as Dental Hygienist for the Andover Public Schools.

Since January 1, 1931, one thousand fifty-nine cases have been given prophylactic treatment. It was found that there were nine hundred fourteen cavities in the temporary teeth and two thousand thirty-six in the permanent teeth. There were four hundred sixty-two cases treated by a family dentist and four hundred forty-two were not treated by a dentist. There were six hundred sixty cases with cavities and three hundred ninety-eight were without cavities. Examinations of one hundred sixty-three children were made.

Visits were made to fifty-eight homes advising parents to take children to a dentist.

Tooth brush drills have been given to the first three grades.

Tooth brushes have been sold to the children for ten cents a piece.

Through means of the Red Cross thirty-five children were taken to Doctor William A. Fleming for filling incisors and cuspids only. The Red Cross also has Doctor Emerson Priest fill permanent teeth of worthy children in the first three grades. In all, three hundred seventy-one cavities have been filled so far.

Respectfully submitted,

MARGARET V. CRONIN, D.N.

## REPORT OF SUPERVISOR OF ART

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Mr. Henry C. Sanborn  
Superintendent of Schools,  
Andover, Mass.

Dear Sir:

I herewith submit my fourth annual report as Supervisor of Art in the Public Schools of the Town of Andover.

In 1930 the State issued a new Course of Study in Art. This had been developed, on the part of a special committee, by a critical study of the interests, activities, and experiences natural to childhood and youth. Such an outline which has been so carefully planned by experts in the field, which is adequately adapted to correlate all the subjects in any one grade, which is so poignant in stimulating initiative, and so capable of meeting the needs of talented children should be a determining factor in the art work of Andover; and has already been adopted by one of the schools in place of all previous outlines. It is accomplishing a result gratifying to the children, the teachers, and the Art Department. At the present time, no greater development in the art work of the primary and intermediate grades can be anticipated than that which would result from the introduction of the new State Course of Study in Art.

Those children who have been in attendance in the special rooms in this and at least one previous year are showing a constant development in the skill in the use of tools and in the ability to follow directions.

In the junior high school the work of the past year has followed the outlines of the work of previous years. Art appreciation, representation, color, perspective, design, and mechanical drawing have been satisfactorily pursued under the direction of two teachers. There are several arts and crafts clubs which meet once a week throughout the year. Phillips academy has been very cordial and generous in inviting the Public Schools to visit the Addison Gallery. Classes, not only from the Junior High School, but from the grades and the Senior High School as well have greatly

enjoyed the trips to the Gallery and the informal discussion directed by the Curator and his assistant. Very few towns or cities have such a privilege so accessible to their schools.

September 1931 brought the Senior High School a larger enrollment than that of previous years, and therefore offered the Art Department a problem in mural decoration. Two basement rooms were cleared and furnished for the mechanical and freehand art classes. The room on the north-west corner of the building, to be used for freehand art, has been plastered and has presented an admirable opportunity for a mural decoration by the pupils which will be completed in a short time. A lecture course in the History of American Painting has been added to the art curriculum. In connection with this the class has already enjoyed two trips to the Addison Gallery and is anticipating one to the Museum of Fine Arts in Boston.

The mechanical drawing classes in the high school have been larger this year than ever before, the direct result of the introduction of the class in mechanical drawing in the Junior High School in 1930. Whenever the opportunity is afforded the work is correlated with that of the Manual Training Department, as in the drawing of the plans for the new lectern of the High School.

To all the Teachers and to the Superintendent of Schools, I wish to express my sincere thanks for their co-operation and support.

Respectfully submitted,

DOROTHY F. FARNHAM



## REPORT OF THE CONTINUATION SCHOOL

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*To the Superintendent of Schools.*

Dear Sir:

I herewith submit my annual report as Director of Andover Continuation School.

Health: Last year there was only one pupil that required further physical examination after an unfavorable X-ray had been taken by the Chadwick Clinic for Tuberculosis. In this case, it was recommended that the adenoids and tonsils be removed. The Andover Chapter Red Cross saw to it that this was done. A great improvement in this pupil's health is already apparent.

Records: All books, accounts and records were examined and approved by the Massachusetts Department of Education and by the Massachusetts State accountants.

Registration: Twenty-seven boys and eighteen girls were registered from August 31, 1930, to August 31, 1931, and fifteen boys and fourteen girls were registered from August 31, to December 31, 1931.

Attendance: The percent of attendance for both boys and girls for the year 1930-31 was 94.74 percent.

Sessions: Two sessions of two hours each, academic and non-academic, for one afternoon a week is the time given to Continuation School classes for both boys and girls.

Professional Improvement: Miss Hinchcliffe attended Fitchburg Normal School during the summer of 1931, thereby meeting her fourth year's requirement by the State Board of Education.

Tuition Pupils: There were eight tuition pupils. The rate of charge was set at 28 cents an hour per pupil by the state authorities. The bill was sent out as follows:

Lawrence, 406 hours at 28c per hour, \$113.68.

Production: The value of production for both boys and girls was as follows:

Boys	\$278.75
Girls	119.00
	<hr/>
	\$397.75



## Maintenance:

Cost of school for year 1930-31	\$1989.84	
Amount allowed by State for overhead expenses	225.46	
		\$1764.38

## Received from:

Tuition	\$113.68	
Smith-Hughes Fund	163.59	
Reimbursement from State	920.87	
Materials	23.20	
Value of work done by pupils for School Department		
Boys	98.15	
Girls	12.50	
		1331.99

Net Cost to Andover for Maintenance of School     \$ 432.39

In explanation of the above figures: These financial statements are obtained from the Continuation School records as kept by the school, all entries having been made according to rules, regulations and specifications set forth by the State Department of Education.

As our school is carried on in the same rooms and with the same equipment as used for Stowe School and High School pupils, there are no extra overhead expenses as there are where special buildings are maintained for Continuation Schools only, but the allowances made by the State are a certain percent of the costs of maintaining the building in which it is housed.

There are two instructors in our Continuation School, one for boys and one for girls. Each instructor gives six hours a week to Continuation school work besides teaching approximately twenty-five hours a week in Junior High and High School. One fifth of their whole salary is now paid by the State.

Therefore, instead of costing Andover four hundred thirty-two dollars thirty-nine cents (\$432.39) as must be shown on our records this year, there was paid to the town treasurer by the State nine hundred twenty dollars eighty-seven cents (\$920.87). As in previous years this school is an educational and financial advantage to the town.

Respectfully submitted,

CARL M. GAHAN, *Director*

## REPORT OF THE MANUAL ARTS DEPARTMENT

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*To the Superintendent of Schools.*

Dear Sir:

I herewith submit my annual report as Head of the Manual Arts Department.

### COURSES

In the past year there has been an endeavor on the part of the instructor to continue the modern tendency to put before the pupils problems with increased interest factors. This not only arouses the interest of the shop pupil but continues to hold that interest until the job is completed. In this way the work of the shop is energized and proper method instruction improves workmanship.

### HIGH SCHOOL

The membership January 1, 1931, was eighty-six (86) pupils and December 31, 1931, there were one hundred four (104) pupils. Most every year there has been an increased demand for more shop training by High School pupils.

The class gift of the 1931 graduating class to Punchard High School was fifty dollars to buy a reading desk for the platform in the hall. As it was found that one could not be purchased for double this amount, one was built in the school shop for less than fifteen dollars. Two large book cases, some class room furniture and also furniture repairs have been made by pupils for the school department.

An exhibit of outstanding work of the pupils in most of the departments in High School was held by Miss Mary Smith at graduation last June in the Punchard Library. There was an excellent display of projects made by pupils in the shop.

### JUNIOR HIGH SCHOOL

This year the manual training enrollment has grown to one hundred and fifty boys, an increase of twenty-five over last year.

In the seventh grade all pupils do practically the same kind of work for the first term when fundamentals are taught. After this, problems vary according to special abilities and interests of the boys through the Junior High School course.

Many times work is done for the school department by Junior High School boys as well as by High School pupils but most of the work is done for the individual. Several articles used in the Pageant last June were made by these boys.

#### SPECIAL CLASSES

There are seventeen boys in the Special Classes. In the older group there are seven and in the younger group ten. Double time is given the older group as last year.

Besides learning to make things for themselves these two groups did much toward refinishing the tops of the benches this year which improved the appearance and usefulness of the shop.

#### CONCLUSION

Books and forms furnished by the Massachusetts State Accounting System have been used since September 1930. These have proved satisfactory. All records were examined in June and approved for the year 1930-31.

Respectfully submitted,

CARL M. GAHAN

## REPORT OF SUPERVISOR OF HOME ECONOMICS

---

Mr. Henry C. Sanborn  
Superintendent of Schools,  
Andover, Mass.

Dear Sir:

I herewith submit my annual report as Supervisor of the Home Economics Department.

During the first months of the year the eighth grade pupils are taught the fundamental principles of working in the kitchen and how to best economize on time and labor through efficient working. Following this, the practical lessons are then presented in a simple, logical manner. At the beginning of each lesson, the method of procedure is given and also the reasons for following the various steps. One simple, inexpensive dish is prepared during a lesson. Some outside reading is required so that they may have a better knowledge of the foods with which they are working.

In the freshman class, I find it necessary to spend some time in review work, because of girls entering from other schools, where they have had no training in foods. During the year, we have made a study of what is required in a well planned and equipped kitchen. Simple meals are prepared and served. The duties of a hostess are taught and also the proper arrangement of a well set table.

This year, there is one class of sophomore girls. We canned fruits and vegetables and did some pickling. For all canning, the girls supplied everything and after the jars had been tested, the product was taken home. Different types of menus were studied and planned.

Canning was continued in the senior class, also jam and jelly making, marketing, menu making, frying, invalid cooking, and the nutritious value of the various foods.

If our girls are going to be successful housewives they must become efficient and self reliant, and that will only come through constant practice at school and in their homes.

The work of the lunch room has been carried on again this year by the girls. Our weekly returns have been smaller during the fall term due to some competition from two bakery carts. We are serving noon meals to about twenty children from the other schools, in addition to those in the high school. Some new equipment has been purchased this year.

Respectfully submitted,

MARGARET F. HINCHCLIFFE

*Supervisor of Home Economics*

## REPORT OF INSTRUCTOR OF SEWING

---

Mr. Henry C. Sanborn  
Superintendent of Schools,  
Andover, Mass.

Dear Sir:

I herewith submit my annual report as Instructor of Sewing in the Andover Public Schools.

One hundred and thirty (130) girls are enrolled in the sewing classes and two periods out of the regular program of thirty-five are given over to this work. The seventh grade class is larger this year owing to the fact that all of the seventh grade pupils were transferred to Stowe School. This will make the work of the eighth grade much easier next year, for in the present eighth grade we have girls who were not at Stowe last year and so have been handicapped trying to make up what they missed.

The first part of the school year in the seventh grade is spent in getting together the proper equipment for sewing and learning how to use it. This is really a beginner's class as so many of the girls have never done any sewing whatever and must be taught the simplest hand stitches. At present, most of the girls have mastered this routine work and are busy learning how to make buttonholes and how to use simple patterns. The making of an apron and cap for use in the cooking class of grade eight has come to be one of our regular projects.

In the eighth grade most of the work is done by machine. More difficult projects are undertaken and it is a pleasure to see how capable many of the girls have become, not only in the choosing of proper materials, but in the ability to carry on the work with very little help. This was clearly demonstrated last year in the making of costumes for the very successful Health Pageant. With the assistance of some of the mothers, many of the costumes were made by the girls.

The underlying purpose in all this course is to develop appreciation for the artistic and appropriate in dress, good judgment in the



kind of materials purchased, and technical skill in the planning and construction of garments. Emphasis is also placed on simplicity, economy, and color combination.

Respectfully submitted,

CECELIA A. DERRAH

## REPORT OF THE SUPERVISOR OF MUSIC

---

Mr. Henry C. Sanborn  
Superintendent of Schools,  
Andover, Mass.

Dear Sir:

I have the honor to submit my sixth annual report as Supervisor of Music in the Andover Public Schools.

The remarkable progress which has been made in Music Education in our schools during the past year, has been made possible by the keen enthusiasm and splendid co-operation of all the teachers and students.

VOCAL MUSIC. In the primary grades beautiful rote songs supply the inspiration for a valuable experience which serves as a foundation for further musical progress. These beautiful songs induce a love of music, correct monotones, develop beautiful singing tone, good interpretation and prepare for music reading. With the beginning of two-part singing in the fourth grade, a true sense of harmony is developed. Still richer harmony is experienced through the three and four-part songs in the upper grades. Before graduation from Junior High School the pupils sing the music classics with as great ability and pleasure as one reads the literary classics. Each year, in the High School, I discover a great number of talented singers who are very anxious for special advanced vocal instruction. It is the purpose of the Glee Clubs to develop the exceptional musical talent for these worthy young people. These clubs furnish vocal music for many school programs throughout the year and at Commencement time.

INSTRUMENTAL MUSIC. During the past year it has been most delightful to notice the great strides which have been made in instrumental instruction in the Andover Public Schools. Last Spring a wave of enthusiasm swept through the schools when I announced that an opportunity was to be given the children to learn to play the violin through class instruction in the schools. So many were anxious to take advantage of the opportunity that

I found it necessary to form two classes in the Central Schools and one class in the Shawsheen School. Such excellent progress has been made in these Violin Classes that I hope to form classes in other orchestral instruments during the coming year. Every child who can play an orchestral instrument well is a member of one of the School Orchestras, in which he learns team work of the most exacting description, does much hard joyous work and gets a good lesson in public spirit by assisting at many school functions. Last Fall, for the first time in the history of the Andover Public Schools, a School Band was formed. At the end of eight lessons a splendid demonstration concert was given for the students and faculty of the High School. The concert was so enthusiastically received that it was repeated for the students and faculty of the Junior High School.

MUSIC APPRECIATION. This year, in addition to the regular Music Appreciation Course of Study which is being taught in all the grades and the High School, an opportunity to listen once in every two weeks for one half hour to the Walter Damrosch Music Appreciation Programs has been made possible through the generosity of the Shawsheen Parent-Teachers' Association, the Ballardvale Mothers' Club and the Andover Mothers' Club who have presented five radios to the Andover Public Schools. To the members of these organizations I wish to express my sincere gratitude.

For your hearty co-operation and that of all the teachers, I am most grateful.

Respectfully submitted,

MIRIAM SWEENEY

*Supervisor of Music*

## REPORT OF THE ATTENDANCE OFFICER

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*To the Superintendent of Schools.*

I hereby submit the following report for the year 1931.

Number of cases reported . . . . .	14
Number of cases investigated . . . . .	14
Number of truants . . . . .	9
Number absent with legal excuse . . . . .	3
Number absent because of sickness . . . . .	2
Number absent for lack of clothing . . . . .	0
Number absent to help at home . . . . .	0
Number absent for other insufficient reasons . . . . .	0
Number of cases prosecuted (Essex County Training School)	0

Respectfully submitted,

ROBERT DOBBIE

*Attendance Officer*

# APPENDIX

## SCHOOL CALENDAR

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1932

### SPRING TERM—Eight Weeks

March 7, Monday	Third term begins
April 19, Tuesday	Patriots' Day, Holiday
April 22, Friday	Barnard Prize Speaking
April 29, Friday	Third term ends

### RECESS—One Week

### SUMMER TERM—Seven Weeks

May 9, Monday	Fourth term begins
May 13, Friday, 7.30 p.m.	Lincoln Spelling Contest
May 30, Monday	Memorial Day, Holiday
June 22, Wednesday	Class Day Exercises
June 23, Thursday, 3.30 p.m.	Grammar School Graduation
June 23, Thursday, 8.00 p.m.	High School Graduation
June 24, Friday	Fourth term ends

### FALL TERM—Fifteen Weeks

September 7, Wednesday, High School	First term begins
September 12, Monday Grammar School	First term begins
October 12, Wednesday	Columbus Day, Holiday
November 11, Friday	Armistice Day, Holiday
November 24, Thursday	Thanksgiving Day, Holiday
November 25, Friday	Thanksgiving Recess
December 16, Friday	Goldsmith Prize Speaking
December 23, Friday	First term ends

### RECESS—One Week

1933

### WINTER TERM—Eight Weeks

January 3, Tuesday	Second term begins
February 22, Wednesday	Washington's Birthday, Holiday
February 24, Friday	Second term ends

### RECESS—One Week



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 SPRING TERM—Eight Weeks

March 6, Monday	Third term begins
April 19, Wednesday	Patriots' Day, Holiday
April 21, Friday	Barnard Prize Speaking
April 28, Friday	Third term ends

## RECESS—One Week

## SUMMER TERM—Seven Weeks

May 8, Monday	Fourth term begins
May 12, Friday, 7.30 p.m.	Lincoln Spelling Contest
May 30, Tuesday	Memorial Day, Holiday
June 21, Wednesday	Class Day Exercises
June 22, Thursday, 3.30 p.m.	Grammar School Graduation
June 22, Thursday, 8.00 p.m.	High School Graduation
June 23, Friday	Fourth term ends

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## ATTENDANCE BANNER WINNERS

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<i>Month</i>	<i>Teacher</i>	<i>School</i>	<i>Pct.</i>
January	Miss Hill	Bradlee	98.8
February	Mrs. Hilton	John Dove	96.0
March	Miss Pearl	Indian Ridge	97.9
April	Miss Thurston	Shawsheen	98.4
May	Miss Alice Stack	John Dove	98.9
September	Miss Brown	Indian Ridge	99.7
October	Miss Harnedy	Shawsheen	99.3
November	Miss Campbell	Shawsheen	99.5
December	Miss Harnedy	Shawsheen	98.2

# TEACHERS

JANUARY 1, 1931—JANUARY 1, 1932

SCHOOL	GRADE	NAME	FIRST ELECTION	RESIGNATION	EDUCATION
PUNCHARD	Principal	Nathan C. Hamblin	1910		Harvard University
	Science	Eugene V. Lovely	1911		Bates College and B. U.
		Eleanor Setchel	1931		Mt. Holyoke College
	History	Charles A. Gregory	1924	1931	Bates College
		Catharine Swett	1928		Univ. of New Hampshire
		Lilian Fox	1920		Radcliffe College
		Emma G. Carter	1924		Mt. Holyoke College
	English	Mary L. Smith	1930		Smith College
		Helen C. Munroe	1930		Radcliffe College
		Miriam Willis	1929	1931	Tufts College
	Mathematics	Marjorie F. Stevens	1918		Boston University
		Gertrude Berry	1923		Jackson College
		Mervin E. Stevens	1923		Springfield Tech
	Business	Mary S. Barnes	1923		Bay Path Institute
		William McDonald	1930		Boston College
		Helen de M. Dunn	1914		Radcliffe College
		Marjorie Smith	1926		Radcliffe College
	Modern Language	Clara A. Putnam	1916		Symonds High School
	Principal-Mathematics	Etta M. Dodge	1909		Concord High School
STOWE	English	Nancy Hird	1919		Plymouth Normal
		Anna Chase	1921		Salem Normal
	History	Bernice Stimpson	1913		Gorham Normal
	Arithmetic	Reta Atkinson	1924		Truro Normal
	Geography	Cecilia Derrah	1911		Salem Normal
	Sewing	Evelyn Parker	1927		Keene Normal
	Physical Training	Alberta Espey	1923		Fitchburg Normal
	Special	Margaret Kimball	1923		Salem Normal
	Principal—V	Eunice Stack	1921		Salem Normal
	VI	Bessie Conant	1924		Aroostook Normal
	VI	Margaret Tate	1920	1931	Vassar College
	V				

# TEACHERS — Continued

JANUARY 1, 1931—JANUARY 1, 1932

SCHOOL	GRADE	NAME	FIRST ELECTION	RESIG- NATION	EDUCATION
JOHN DOVE AND S. C. JACKSON	V-VI	Helen Sargent	1929		Castine Normal
	V	Mary O'Dowd	1925		Lowell Normal
	IV	Alice Stack	1923		Salem Normal
	III-IV	Catherine Barrett	1924		Salem Normal
	III	Helen McGraw	1926		Gorham Normal
	II	Florence Abbott	1893		Salem Normal
	I-II	Adele Duval	1898		Winona (Minn.) Normal
	I	Florence Prevost	1898		Wheelock Kindergarten
	Special	Georgianna Hilton	1921		Smith College
	Principal-VI	Anna Harnedy	1920		Lowell Normal
SHAWSHEEN	V	Vera Thurston	1926		Framingham Normal
	IV	Katherine Ballard	1927		Farmington Normal
	III	Sarah Campbell	1923		Lowell Normal
	II	Mary Leary	1928		Lowell Normal
	II	Edith Donald	1927		Mt. Holyoke College
	I	Ethel Anderson	1921		Keene Normal
	Principal-V-VI	Grace Hill	1900		Salem Normal
	IV-V	Jane Fitzhenry	1929		Machias (Maine) Normal
	III-III	Mina Noyes	1928		Salem Normal
	I-II	Florence Holt	1921		Page Kindergarten
INDIAN RIDGE	Principal-I-II	Jessie P. Brown	1914		Brandon Training School
	III-IV	C. Maude Pearl	1923		Framingham Normal
	I-IV	Ethel Lyons	1919	1931	Gorham Normal
WEST CENTER	I-IV	Betty Hird	1931		Plymouth Normal
	V-VIII	Bessie Carter	1930		Bridgewater Normal
	I-IV	Verona Tierney	1924		Lowell Normal
NORTH	Manual Training	Carl M. Gahan	1919		Gorham Normal
	Domestic Science	Margaret Hinchliffe	1923		Framingham Normal
	Drawing	Dorothy Farnham	1927		Boston University
	Drawing	Ruth Jenkinson	1930		Museum of Fine Arts
	Music	Miriam Sweeney	1926		Lowell Normal
SUPERVISORS					

## ATTENDANCE STATISTICS

SCHOOL	GRADE
PUNCHARD	High
STOWE	VIII
	VII
JOHN DOVE	Special
	VI
	VI
	V
	V
	IV
	IV
	III
S. C. JACKSON	II-III
	II
	I
	I
SHAWSHEEN	VII
	VI
	V
	IV
	III
	II
	I
	I
BRADLEE	VI-VII
	IV-V
	II-III
	I-II
INDIAN RIDGE	III-IV
	I-II
NORTH	V-VIII
	I-IV
WEST CENTER	I-IV

# 1930-1931

ENROLLMENT							Total Membership	Average Membership	Average Attendance	Per cent of Attendance
Boys	Girls	Total	5 to 7 years	7 to 14 years	14 to 16 years	Over 16 years				
177	198	375		32	189	154	375	348	338	96.0
60	65	125		88	34	3	125	122	117	95.9
60	53	113		86	26	1	113	109	105	96.2
14	1	15		14	1		15	13	13	95.0
18	19	37		36	1		37	35	33	95.3
19	19	38		37	1		38	35	37	97.1
13	27	40		40			40	40	37	96.0
25	19	44		44			44	43	41	95.0
19	17	36		36			36	33	32	95.1
17	16	33		33			33	31	29	94.6
27	18	45		45			45	37	35	95.4
10	23	33	4	29			33	31	29	94.9
25	17	42	10	32			42	39	36	92.7
14	15	29	25	4			29	26	23	91.0
9	14	23	18	5			23	21	18	89.1
11	10	21	19	2			21	20	20	97.5
19	20	39		36	3		39	36	35	96.2
20	19	39		39			39	37	35	96.6
19	21	40		40			40	36	35	96.3
23	21	44		44			44	40	38	95.3
24	17	41	10	31			41	37	35	94.3
13	13	26	23	3			26	24	22	92.4
12	17	29	29				29	26	24	93.4
19	10	29	29				29	25	24	97.1
20	29	49	49				49	45	43	95.8
19	24	43	2	41			43	38	36	95.0
12	15	27	17	10			27	25	22	90.9
15	14	29		29			29	29	27	95.2
10	17	27	16	11			27	25	24	93.7
9	10	19	15	3	1		19	18	17	94.9
10	13	23	7	16			23	20	19	92.2
16	12	28	7	21			28	26	25	95.6
778	803	1581	280	887	256	158	1581	1470	1404	91.7

## PRIZE AWARDS

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The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Annie Rizzo, '31.

Second, twelve dollars, Delwin Shattuck, '31.

Third, eight dollars, Virginia Abercrombie, '31.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girl's prize, five dollars, Thisbe Grieco, '34.

Boy's prize, five dollars, Lincoln Stack, '32.

The M. E. Gutterson botanical prizes:

First, five dollars, Elizabeth Beer, '31.

Second, three dollars, Shirley Kemp, '33.

Prizes for excellence in first year Latin:

First, ten dollars, Stanley Norton, '34.

Second, five dollars, Zigmond Kupis, '34.

The Parker Memorial Prize to the member of the Senior class who has won his "P" twice, and has stood highest among the athletes in scholarship:

Ten dollars, Malcolm McTernen, '31.

Prize offered by Dr. Conroy to member of the Freshman class making the greatest improvement during the year:

Five dollars, Frances Koza, '34.

Prize offered by Dr. Conroy for the best impromptu essay by a Senior:

Five dollars, Annie Rizzo, '31.

The Moderator Prize for excellence in School Citizenship presented by Headmaster Alfred E. Stearns:

Edward Rondeau, '31.

Harvard Club Prize Book to a junior boy in the College Preparatory Course:

William Foster, '32.

Post No. 8, American Legion Prize for excellence in the study of The Constitution of The United States:

Constance Putnam, '32.



## LINCOLN SPELLING MATCH PRIZES

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### GENERAL PRIZES

First, Elaine Eaton  
Second, Frances Jamieson  
Third, Irene Stott

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### GRADE PRIZES

#### GRADE VIII

First, Elaine Eaton  
Second, James Robjent

#### GRADE VII

First, Arthur Buss  
Second, Irene Stott

#### GRADE VI

First, Preston Wade  
Second, Everett Gorrie

#### GRADE V

First, Georgina Waldie  
Second, Frances Jamieson

## SEVENTY-SECOND COMMENCEMENT EXERCISES

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PROCESSIONAL—Priests' March from Athalia . . . . . *Mendelssohn*

ORCHESTRA

MUSIC—Thanks Be to God . . . . . *Saller*

COMBINED GLEE CLUBS

PRAYER . . . . . REV. CHARLES W. HENRY  
President of the Trustees

SALUTATORY AND ESSAY—What Is Culture? MARY GONZAGA BEER

ESSAY—The Growth of the English Language DELWIN DANA SHATTUCK

MUSIC—Hark! Hark, the Lark . . . . . *Schubert*

GIRLS' GLEE CLUB

ESSAY—The Punchard School and Public Education

MARGARET GLEN SPARKS

PRESENTATION OF CLASS GIFT

PRESENTATION OF PRIZES

ESSAY AND VALEDICTORY—The Future . . . . . ANNIE MARY RIZZO

PUNCHARD ODE

PRESENTATION OF DIPLOMAS . . . . . MR. H. GILBERT FRANCKE  
Chairman of the School Committee

CLASS SONG

### PUNCHARD ODE

Our dear Alma Mater, fair Punchard, all hail!

In faith ever filial and true,

Our pledge of a love for thee never to fail,

Again hand in hand we renew;

To thee in the spirit and light of the hour,—

This oasis green of our way,—

All gemmed with bright stars of our hope in the flower,

We bring a fresh garland to-day.

—*William G. Goldsmith*

## CLASS SONG

Unto thee, dear Alma Mater,  
As we gather here today  
Soon to say farewell to Punchard  
As we journey on our way.  
We will ever keep before us  
All your teachings good and true,  
Always fresh within our mem'ry  
Four bright years we've spent with you.

As we toil and struggle onward  
Many thoughts may fill our mind,  
But with pleasure we'll look backward  
To the friends we left behind.  
And to you, dear Alma Mater,  
In your kind and loving way,  
How you helped us on to vict'ry  
That we might win today

As we journey on life's pathway  
Though the way may stormy seem,  
Always shining on before us  
Like a beacon's welcome gleam  
Are the teachings of our school days  
And the victories we've won;  
And 'mid smiles and tears and laughter  
1931's work is done.

Fare thee well dear days at Punchard  
And our school mates one and all,  
As we leave to hasten onward  
To obey our duty's call.  
Though the years may separate us,  
Ever strong the tie that binds  
Are the friendships of our school days  
And the memories sublime

MARY DWYER

*Music by* ESTHER DWYER '19

## DIPLOMA STUDENTS

## CLASS OF 1931

Abercrombie, Virginia Greenleaf	MacKenzie, William
Amedee, Jeannette	McTernen, Malcolm Bodwell, Jr.
Beer, Elizabeth Catherine	Meadowcroft, Robert Duddell
Beer, Mary Gonzaga	Meehan, Jeannette Elizabeth
Bliss, William Cecil, Jr.	Moriarty, John Francis
Crocket, Marion Hazel	Monro, Claxton, Jr.
Daly, Julia Marie	Noel, Elvin Joseph
Daly, Rita Mary	O'Donnell, James William
David, Charlotte Hughes	O'Leary, Mary Elizabeth
Dombrowski, Walter John	Page, William Alexander
Downs, Walter Scott	Reed, Eleanor Carleton
Dwyer, Mary Elizabeth	Rennie, Mary Thomson
Egitton, Rose MaryAnna	Richards, George Chadwick, Jr.
English, Rita Marie	Rizzo, Annie Mary
Garvey, John Patrick	Rondeau, Edward Arthur
Gill, Edward Joseph	Russell, Grace Ella
Gordon, Mildred Edith	Scannell, Ruth Margaret
Gorrie, Thomas Beveridge	Shattuck, Delwin Dana
Gorrie, William James	Simpson, George
Greenfield, Alfred	Smeltzer, Phyllis Viola
Haggerty, William Kyle	Snow, George Abbitt, Jr.
Hall, Ruth Annette	Souter, Marion Mary
Hatch, Grace Marion	Sparks, Margaret Glen
Hathaway, Lucille Hien	Stott, Douglas Bertram
Hickok, Barbara	Swenson, Ruth Emily
Jenkins, Eleanor	Tagis, Mary
Juhlmann, William Henry	Tagis, Viola
Kidd, Doris	Wade, Constance Virginia
Kinnear, Jessie Adam	Waldie, George Scott Lawson
Low, Thomas Whitton	Ward, Eleanor Ethel

# STOWE JUNIOR HIGH SCHOOL

## GRADUATING EXERCISES

PROCESSIONAL—"Boys' Brigade" . . . . . *Ascher*  
ORCHESTRA

CHORALE—"Now Let Every Tongue Adore Thee" . . . . . *Bach*  
From the Cantata: "Sleepers, Wake"  
GRADUATING CLASS

PRAYER  
REV. LORENTZ I. HANSEN

CHORUS—"Still As the Night" . . . . . *Bohm*  
GRADUATING CLASS

ADDRESS—"Eyes Front  
REV. LORENTZ I. HANSEN

ORCHESTRAL SELECTION—"The Dream" . . . . . *Ascher*

## PRESENTATION OF CERTIFICATES

MR. H. GILBERT FRANCKE, Chairman Andover School Committee

CHORUS—"Happy Days" . . . . . *Strelezski*  
GRADUATING CLASS

## LIST OF GRADUATES

Abbott, Priscilla  
Anderson, Edna May  
Anderson, Jean Watson McLane  
Armitage, Gwen  
Bacher, Edward Joseph  
Bartlett, Barbara Louise  
Benson, William  
Bodwell, Elizabeth Louise  
Brackett, Harold Olin  
Brown, Eleanor Louise  
Campbell, Mary Freda  
Campbell, Sarah Theresa  
Chamberlain, Barbara  
Chase, Somerby Noyes  
Chmielecki, John, Jr.  
Chmielecki, Stanley  
Collins, Doris Patricia  
Cromie, Marianna  
DeBlois, Vernon Francis  
Dennison, Ruth Esther  
De Solvo, Grace Rita  
Deyermund, William James  
Donaghey, Herbert Francis  
Eaton, Elaine Whitney  
Edmands, Ernest John  
Egitton, Nicholas Joseph  
Elder, John Charles  
Evans, Charles Edward  
Farnsworth, Blanche Elizabeth  
Furnari, Concetta Mary

Gabeler, Georgeanna  
Goodrich, Thelma Elizabeth  
Gordon, Vivian Estelle  
Gorrie, George Davies  
Graham, Robert  
Grieve, Alan Blake  
Hall, Gordon Parker  
Hall, Warren Cleveland  
Hardy, Hazel Marion  
Hardy, Helen Rebecca  
Hartmann, Ruth  
Hathaway, Eleanor Meredith  
Higginson, Doris Muriel  
Hilton, Marion  
Hinman, Frederick Clarke  
Holihan, Joseph Paul  
Holland, Clara Macfarlane  
Jenkins, Elizabeth Kimball  
Johnson, Ernest Alfred, Jr.  
Kefferstan, Frank John, Jr.  
Keogh, Ruth Martha  
Kidd, Frederick  
Koza, John, Jr.  
Kupis, Wunda Jenny  
Lee, Mildred Jessie  
Leslie, Frank William, Jr.  
Locke, Lillian  
Loosigian, Rose  
MacKenzie, Harry Nicoll  
MacLachlan, Barbara Morrison

Mailey, Priscilla Bruce  
 McClellan, George Oliver  
 Milnes, Gladys Mary  
 Monroe, John Stewart, Jr.  
 Morton, Mary R.  
 Nollet, Laurette Blanche Virginia  
 Ormsby, Marion Albertine  
 Poirier, Marcelle Mary  
 Porter, Frank Leslie, Jr.  
 Ratté, Margaret Alma  
 Ready, Mary Elizabeth Frances  
 Reed, Jeannette Blackstone  
 Reed, Winthrop Blackstone  
 Reinhart, Barbara  
 Richard, Annie Laura  
 Robertson, Alice Rita  
 Robjert, James Frederick  
 Sanborn, Louis Bulman  
 Saribogolian, Avedis Paul  
 Sayles, Warner  
 Sherman, Betty  
 Skea, James  
 Skulski, Nellie Helen

Smith, Dorothea Veitch  
 Smith, Manford Edward  
 Sorenson, Casper  
 Souter, Frances Adele  
 Spinella, Grace Mary  
 Stewart, Angus Sargent  
 Stirling, Kathleen Bruce  
 Stone, Charles Chapin  
 Stott, Frederic Anness  
 Swenson, Dorothy Mildred  
 Thiras, Antoinette  
 Thomson, Martha  
 Toohey, Frederick  
 Tower, Helen Henrietta  
 Valentine, Ronald Melville  
 Waldie, James Stephen, Jr.  
 Walker Clifford  
 Walker, John  
 Ward, Mary Letitia  
 Whitaker, Leonard Arthur  
 White, Delia Mary Rose  
 Winkley, Fred Louis, Jr.  
 Yancy, Gayton Llewellyn

#### NORTH SCHOOL

Bailey, Irene

#### TRANSFER GROUP

Crowley, Paul Jerome  
 Dixon, Vera Marguerette  
 Parker, Wilfred Norman

Sparks, Francis Donald  
 Spinella, Laurence Joseph  
 Thomson, David McIntosh



TOWN OF  
ANDOVER, MASSACHUSETTS

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ANNUAL REPORT  
OF  
THE SCHOOL COMMITTEE  
FOR THE YEAR  
**1932**

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ANDOVER, MASS.  
SMITH & COUTTS CO.  
1933

Andover, Mass., Feb. 7, 1933

The School Committee voted to adopt the report of the Superintendent as its report for 1932.

CLIFFORD DUNNELLS

*Secretary*

## A TRIBUTE

*The following is a copy of a letter sent Mrs. Kimball in connection with her retirement:*

My dear Mrs. Kimball:

The Andover School Committee has asked me to express to you their deep regret on hearing of your resignation as principal of the John Dove and Jackson schools. Forty-four years of service to the children, parents and teachers of Andover must give you a real sense of pride.

However, added to that is the knowledge of the unusual training you have given the children in discipline and efficiency—and in the elements of education, and of your happy contacts with the teachers, and your tact with the parents.

It is the hope of the committee that your health will be restored and that the coming years will bring still further pleasant associations with those you have served.

Yours very sincerely,

MAY EVELYN BARNES

## SCHOOL COMMITTEE

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H. GILBERT FRANCKE, <i>Chairman</i>	Term expires 1935
234 Main Street	
MRS. E. V. FRENCH	Term expires 1933
20 School Street	
MRS. R. N. C. BARNES	Term expires 1933
Sunset Rock Road	
CLIFFORD DUNNELLS	Term expires 1933
Abbot Street	
DR. NATHANIEL STOWERS	Term expires 1934
Main Street	
CLAXTON MONRO	Term expires 1934
Chestnut Street	
WILLIAM A. DOHERTY	Term expires 1934
Harding Street	
FREDERICK C. SMITH	Term expires 1935
Canterbury Street	
MISS MARY E. C. GEAGAN	Term expires 1935
Ballardvale	

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### *Superintendent of Schools*

HENRY C. SANBORN 4 Morton Street  
Telephone: Office 348-W; Residence 1023

### *Clerk*

MARION E. HARDY  
R. F. D. No. 1, Lowell, Mass.

## GENERAL COMMITTEES

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### *Financial and Advisory*

H. GILBERT FRANCKE, *Chairman*

CLIFFORD DUNNELLS

CLAXTON MONRO

### *Teachers*

MRS. E. V. FRENCH, *Chairman*

DR. NATHANIEL STOWERS

MISS MARY E. C. GEAGAN

### *Buildings, Grounds, and Equipment*

WILLIAM DOHERTY, *Chairman*

MRS. R. N. C. BARNES

FREDERICK C. SMITH

**SCHOOL PHYSICIAN**

Philip W. Blake, M.D., Main St.

**SCHOOL NURSE**

Edith M. Moreton, Melrose, Mass.

**DENTAL HYGIENIST**

Margaret V. Cronin

Center St., Ballardvale

**ATTENDANCE OFFICER**

John Campbell

Shawsheen Rd.

**CONTINUATION SCHOOL***Director*, Carl M. Gahan*Assistant*, Margaret Hinchcliffe

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**JANITORS****Central Plant**

Head Janitor

Fireman

Assistant

Indian Ridge School

Bradlee School

Shawsheen School

West Centre School

North School

John Ralph, Chestnut Street

Percy Crosby, Allen Court

Fred Collins, 36 Summer Street

Alexander Dick, Cuba Street

James McGhie, Ballardvale

Henry Todd, Poor Street

Edward Harvey, Chickering Court

John Crowley, R. F. D. No. 1

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**COMMITTEE MEETINGS**

The first Tuesday of each month, excepting the months of March, July and August, at 7.30 p. m., in the School Committee Rooms, Punchard High School.

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**SUPERINTENDENT'S OFFICE HOURS**

8 to 8.30 a. m.; 4 to 5 p. m., on school days.

7 to 7.30 p. m., Tuesdays, Fridays.

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**NO-SCHOOL SIGNAL**

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 a. m. there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 p. m., these grades will have no session in the afternoon. Should the same signal be heard at 8.30 a. m. or at 1 p. m., there will be no session of the first three grades.



## FINANCIAL STATEMENT

For the year ending December 31, 1932

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### GENERAL EXPENSE

Salaries:		
Superintendent	\$4300.00	
Attendance Officer	100.00	
Clerk	1079.90	
Office Expenses	221.59	
	<hr/>	\$5701.49

### EXPENSE OF INSTRUCTION

Supervisors:		
Salaries and other expenses		3436.78
Teachers:		
Elementary	47341.99	
Junior High	20679.27	
High	30451.90	
	<hr/>	98473.16
Textbooks:		
Elementary	660.60	
Junior High	552.91	
High	854.79	
	<hr/>	2068.30
Supplies:		
Elementary	763.77	
Junior High	517.74	
High	1171.80	
	<hr/>	2453.31

### EXPENSE OF OPERATION

Janitors:		
Elementary	4929.03	
Junior High	1269.89	
High	2070.82	
	<hr/>	8269.74

Fuel:		
Elementary	2711.17	
Junior High	713.71	
High	1158.56	
	<hr/>	4583.44
Janitors' Supplies:		
Elementary	986.59	
Junior High	233.41	
High	836.98	
	<hr/>	2056.98

## MAINTENANCE

Repairs:		
Elementary	1329.27	
Junior High	314.95	
High	900.51	
	<hr/>	2544.73

## AUXILIARY AGENCIES

Libraries:		
High	31.12	
	<hr/>	31.12
Health:		
Elementary	2311.92	
Junior High	738.58	
High	422.21	
	<hr/>	3472.71
Transportation:		
Elementary	5142.37	
Junior High	3549.29	
High	2396.01	
	<hr/>	11087.67

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MISCELLANEOUS

## Tuition:

Elementary	803.16	
Junior High	150.40	
High	240.00	
	<hr/>	1193.56

## Sundries:

Elementary	119.38	
Junior High	133.38	
High	317.46	
	<hr/>	570.22

## OUTLAYS

New Grounds	258.13	
New Equipment	285.00	
	<hr/>	543.13

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SUMMARY OF RECEIPTS AND EXPENDITURES

Appropriation	148350.00
Total Expenditures	146486.34
	<hr/>
Balance	1863.66

## TRUSTEES OF PUNCHARD FREE SCHOOL

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MYRON E. GUTTERSON	FREDERIC S. BOUTWELL
REV. NEWMAN MATTHEWS	HENRY G. TYER
REV. FREDERICK B. NOSS	REV. CHARLES W. HENRY
*JOHN H. CAMPION	EDMOND E. HAMMOND

*President,* REV. CHARLES W. HENRY

*Clerk and Treasurer,* EDMOND E. HAMMOND

### *Visiting Committee*

MYRON E. GUTTERSON	REV. FREDERICK B. NOSS
REV. NEWMAN MATTHEWS	REV. CHARLES W. HENRY

### *Finance Committee*

HENRY G. TYER	FREDERIC S. BOUTWELL
EDMOND E. HAMMOND	*JOHN H. CAMPION

### *Auditing Committee*

FREDERIC S. BOUTWELL	HENRY G. TYER
*JOHN H. CAMPION	

\*Deceased

## REPORT OF THE SUPERINTENDENT OF SCHOOLS

*To the School Committee of Andover.*

Ladies and Gentlemen:

I have the honor to submit my seventeenth annual report which is the forty-third in a series of similar reports. This report will be brief. Owing to the desire to reduce the cost of the department, most of the special reports will not be printed this year.

### ECONOMY

The general spirit of economy has been felt in the schools. School officials have gladly and seriously endeavored to co-operate in every respect in making the expenses of school administration less. They realize the necessities of the times. Andover schools have always been managed conservatively and economically. The tax for the support of schools has always been low. There is no way to carry out further economies without lowering the standards which are the results of many years of work and study.

### MRS. KIMBALL

September 2nd, 1932, Mrs. Margaret C. Kimball tendered her resignation as teacher and principal of the John Dove School. Mrs. Kimball graduated from the Punchard High School in June 1885. After her graduation she attended the Salem Normal School and took courses at Boston University. She began teaching in Andover in September 1888. Since that time for a period of forty-four years she has been closely connected with the work of the Andover schools. She has been a wonderful teacher and has had a very powerful influence over the lives of many young people in town. All her co-workers in the schools and the superintendent miss her and wish her the best of good things in the future.

## ONE SESSION IN JUNIOR HIGH SCHOOL

In September the Junior High School began a one session schedule. The school opens at eight-thirty in the morning and closes at one forty-five. There is a recess period from eleven forty-five to twelve-fifteen. There were several reasons why it seemed best to try the one session plan. More than one-fourth of all the children in school brought their dinners and remained during the noon hour which under the old schedule was one and three-quarter hours. This mid-day period was a great task for the teachers and a wearisome waste of time for the children. One session gives an opportunity for the children to work in the early part of the day while they are fresh and vigorous. It enables them to have the afternoon for out of door exercise during the bright and sunny part of the day. It leaves them the latter part of the afternoon for study. Finally, in the evening, it gives them freedom from long hours of study when they are tired or when other members of the family are about and so many things attract their attention. Pupils and teachers both seem to finish the day in a more vigorous and healthy condition than under the old regime. Moreover, under the new schedule, there is more opportunity for work with individuals and small groups of pupils to return to the building for conferences and interviews with teachers.

During the recess period lunches are served. Certain articles of food including milk and hot dishes are served at five cents each. Miss Putnam, the principal, supervises and approves the lunch menu. Approximately one hundred children buy at this lunch counter. With few exceptions the others bring lunches from home.

The problem of program making under the one session plan was somewhat complicated. Miss Putnam, the principal, arranged for a three-quarter hour period. This added to the complications of the special teachers because, while no more periods were required, on account of the longer periods much more time was required.



The problem of transportation also became quite complicated. Children of this school could no longer be brought in at the same time as those of the first six grades. Consequently, both of the bus drivers had to make extra trips. However, a plan was finally worked out by which the drivers cover approximately seven miles more per day than they had done in previous years. On the whole, the one session plan seems to be very successful and satisfactory to teachers, pupils and parents.

### COURSES OF STUDY

There have been few changes in the courses of study. Health programs, character training and safety programs have been carried on about the same as last year.

In the Junior High School, one seventh grade division is trying out Rugg's course in social studies. This is a combination in one class of History and Geography. Children and the parents of the children in the class seem greatly interested in the work. This course is a very earnest attempt to vitalize and make more useful the study of social subjects.

A new basal system of reading has been introduced in the first grade. It is "Our Book World" by Florence Piper Tuttle. This series of books is based largely on the everyday experiences of the children beginning at the very first with the family life. It is rather early to comment on the success of the system. It is sufficient perhaps to say that the teachers of the first grade are making a very sincere and thorough trial of the system.

### MUSIC AND ART

Today when all educational agencies are much concerned with the training for leisure, music and art hold a much more important place in our school curriculum. They develop the power of expression and the power of appreciation of the beautiful. Miss Sweeney, the music supervisor, writes in her report as follows: "During the past year, the Music Education in our schools has shown remarkable advancement which has been most gratifying. In the primary grades a repertoire of beautiful songs induces a

love of music, develops beautiful singing tone, artistic interpretation, and prepares for music reading. In the Intermediate Grades, a true sense of harmony is developed through two and three-part singing. In the Junior High School, still richer harmony is experienced through four-part singing. In the High School, special advanced vocal instruction is given to the most talented pupils." Weekly classes in instrumental music have been held and at the end of the last school year an entertainment was given, the proceeds of which went to buying instruments. These became the property of the school department. Miss Sweeney wishes to express her gratitude and that of the department for the following gifts: violin from Mr. and Mrs. Ernest D. Walen, violin from Professor and Mrs. Joseph N. Ashton, a parade drum from Mr. and Mrs. George H. Winslow, a pianoforte Chart from Mr. and Mrs. Gerard Chapin and a library of Musical Classics from Miss Anna Kuhn. The school department appreciates very much the interest of parents and friends.

The personnel of the art department has entirely changed. Miss Dorothy Farnham, supervisor, and Miss Ruth Jenkinson, her assistant, two most earnest and efficient teachers, resigned. Miss Alice Olliff and Miss Mary Bailey were elected to take these positions. Miss Olliff and Miss Bailey both are well trained teachers of art. Miss Olliff has been very successful as a teacher. As they become better acquainted with the teachers and more familiar with the work in Andover, their services will be greatly appreciated. In regard to her work Miss Olliff writes as follows in her report: "The subject material is based on topics familiar to the children. Whenever possible these subjects are correlated with other class room work. This gives a vital visual contribution to these other subjects. The work is arranged so that certain art requirements will be provided for and the results will show some definite attainment. The aim is not only to lay a foundation for graphic expression but also to develop observation and visual impressions and to be able to record these impressions.

"In the Junior and Senior High Schools, direct contact with problems of everyday life have been undertaken whenever possible. Posters for Book Week were made for the Public Library by pupils in the Stowe School. Other posters were made by the High School pupils for the Punchard Alumni and various local churches. Christmas cards were developed by the linoleum block printing method.

"The objectives of art instruction are two-fold, first, to develop in all pupils an appreciation of the higher forms of art in the common things of their environment; second, to discover and train creative genius in gifted pupils."

#### HEALTH PROGRAM

The health program has become so much a part of the regular school curriculum that a special report seems almost unnecessary. Health work with school children begins even before they enter school. In regard to this pre-clinic work Dr. Blake in his report says: "In making the physical examinations throughout the entering grades this year, I found that there was a gratifying increase in the number of children who had received pre-school examinations. This afforded an opportunity to check on those cases where the recommendations for the removal of tonsils, dental work, and other physical defects had not been carried out and to further stress the importance of such action. It is to be hoped that each year will see a greater improvement in the remedying of such defects, until eventually all this work will be done before the child begins his school life."

Another special feature is Child Health Day which is held in May. Each of the schools in town has some special observation on this occasion. Miss Moreton says of the programs: "Some of the plays were written by the room teachers and all exercises showed careful preparation. Health tags were given wherever earned, the Physically Fit tag being especially coveted. Nearly twice as many were distributed this year and still greater improvement is expected to result from the work of our two visiting physical instructors."

Owing to the unfavorable economic conditions, school children have been watched much more carefully than usual. Dr. Blake in his report says: "The depression is hardly a topic for the report of a school physician, but there is one angle which I would like to mention as pertaining to the health and happiness of our children. It has been said by a prominent welfare organization that a new problem has arisen in the field of mental hygiene, i. e.—that of the ordinary child who has absorbed so much of the home anxiety and the home "nerves" of this depression that it has begun to affect his reactions to his daily life." The unfavorable conditions of the year have affected the child's physical as well as his mental attitude. Miss Moreton says that: "The teachers have done admirable work in detecting and reporting each case where help should be given. Clothing, especially shoes, has been in constant demand through the fall; milk and noon lunches have been supplied freely to many from the High School lunch counter."

Another very important part of the health program is the care of teeth. Miss Cronin, dental hygienist, says in her report: "Since January 4, 1932, thirteen hundred sixty-five cases have been given prophylactic treatment. Fourteen hundred and sixty-eight cavities have been found in temporary teeth and twenty-one hundred and three cavities were found in permanent teeth. There were eight hundred and thirty-four cases treated by a family dentist, four hundred and fifty-five were not treated." This is a very large number of cases without treatment. Many parents seem very indifferent to this particular health activity. The dental hygienist visited twenty-eight homes advising parents that their children's teeth needed attention and tooth brushes were supplied at ten cents apiece to needy children.

Various agencies have been very helpful in carrying out a relief program among the children of the schools. Miss Moreton mentions these: The Senior and Junior Red Cross; Miss Lotta Johnson, town welfare worker; The Andover Teachers' Association; the pupils of Miss Chase's room in the Stowe School; the



Society of St. Vincent de Paul; the Shawsheen Parent Teachers' Association; and the Hood Milk Company. The support of these and others is very greatly appreciated.

### ENROLLMENT

The schools have the largest enrollment in their history. The increase over last year is largely in the High and Stowe Schools and is due to many older children remaining in school. In addition, many new families have moved into town. In spite of this larger enrollment we are getting along with one less teacher than last year. The last month of the year, December, there were four hundred and nineteen pupils in high school. It may not be amiss in this connection to say that the high school building was built to accommodate only four hundred pupils. In the high school there are twenty-seven pupils per teacher including the principal, or thirty pupils per teacher without the principal. This is considerably larger than the state recommends for grade A high schools. The keeping of records and other clerical work in a school as large as this is great. The principal has no clerk and is obliged to do teaching beside the regular administrative work. The English teachers have very large divisions.

The Stowe School enrolls three hundred nine pupils, the largest number in the history of the school. There are thirty-four children per teacher. This includes the principal and the teacher of the special room who has only sixteen pupils. It is needless to point out that the best in school administration cannot be obtained under such crowded conditions.

### CONCLUSION

Even though this year has been overshadowed somewhat by the pervading spirit of depression, the schools have carried on with very much the same success as in previous years. The teachers have maintained their morale. To them are due many thanks. With some misgivings but on the whole cheerfully, they

have accepted the added burdens and discomforts that have occurred during the year. To them belongs the success of the past. To them will belong the success of the future.

Respectfully submitted,

HENRY C. SANBORN



## REPORT OF PRINCIPAL OF PUNCHARD SCHOOL

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*To the Superintendent of Schools and the Trustees of the  
Punchard Free School.*

Gentlemen:

I have the honor to submit my 23rd annual report as principal of the Punchard High School.

The enrollment, January 1, 1933, is 412; the total enrollment for the fall term, 420, an increase of 30 over the number a year ago. Room 4 has been equipped with desks and so in exactly fifteen years from the first occupation of the present building, its capacity was reached. There is every indication that another considerable increase will take place in September. I can see but one way to meet it—by equipping the room in the old building now used as a stock-room. In view of the recent growth of the school, one hardly dares to prophesy, but I believe next year will see a maximum not to be exceeded for some time, unless an unforeseen factor causes a considerable growth in population of the town. There is, however, a very definite movement to increase the age of compulsory attendance, with the backing of the American Federation of Labor which regards it as a means of decreasing adult unemployment.

The size of recitation sections has been increased. It seemed necessary at the beginning of the fall term to eliminate two classes in college preparatory subjects where the enrollment was small: but in both cases teachers volunteered to conduct the classes during periods when they had study-room supervision so that the pupils who had already planned their college entrance examination program should not suffer. These classes are in German and Fourth Year Mathematics. The question of what is the most efficient size for high school classes is receiving a good deal of attention, for large classes mean less expense for instruction. In a medium sized school, such as Punchard, the

opportunity for this economy comes mostly at the wrong place. As pupils become older they require less individual guidance. A class of 40 seniors in History might be taught, perhaps, as easily as one of 25, except for the extra work of reading and correcting papers. But such enlargement of sections certainly does not work well with 9th and 10th grade students in a new subject; yet here is where we are forced to apply it. We have now 13 sections of more than 30 pupils, 2 of more than 35 and 1 of more than 40. The ratio of teachers (not including the principal) to pupils is now 1-30.

The needs of the school in equipment are more urgent now than they were when mentioned a year ago. You are so familiar with them that repetition is unnecessary.

The Class of 1932 was the largest in the history of the school. Of its 75 members, 14 have entered institutions of collegiate grade—an unusual percentage for us or for any comprehensive high school. Several of our recent graduates have won special honors in college—a source of pride to the school—and yet the impression is still spread that the public high school cannot prepare for college. There is no magic anywhere that will make a good candidate for college admission out of an indifferent, lazy, or mentally mediocre pupil: but a student of good ability and determination to do his best can be prepared here satisfactorily. So long as a town or city has one high school only, the college preparatory curriculum is the backbone of the school. By setting a relatively high standard for success, it stiffens all the rest of the program.

The continued interest of the Alumni was especially marked this year by the work of a committee that helped very materially to keep the Athletic Association in sound condition.

I regret that we have been unable to arrange for the usual basketball season for girls. For several years the Guild gymnasium has been hired and Miss Parker of the Stowe School has coached the girls. This year Miss Parker's time is fully taken in the Junior High School and the committee felt it unwise to hire

the Guild. The girls have been so faithful in their support of athletics for the boys that I dislike to see them deprived of their only privilege of the sort.

There is a wide spread feeling of uncertainty about the future of the public secondary school. The insistence that the various needs of all the young people of the community be met, with some disagreement as to just what those needs are—is strong on the one hand. On the other the demand that the high school keep to its old routine and omit anything that anybody thinks is a “frill”, regardless of the changes in the student personnel that have occurred since the war, is heard more loudly than ever during the present depression. The teachers who are trying to carry on in the midst of this confusion may be forgiven, I think, if they feel that, after all, they are in closest contact with the problem and that the experience of the past assures that their opinions are worth something in its solution and that these opinions are founded on a very sincere desire to serve the best interests of the young people in their care, and through these the community by which they are employed.

Respectfully submitted,

NATHAN C. HAMBLIN

## REPORT OF THE CONTINUATION SCHOOL

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*To the Superintendent of Schools.*

Dear Sir:

I herewith submit my annual report as Director of Andover Continuation School.

Registration: Eighteen boys and sixteen girls were registered from August 31, 1931, to August 31, 1932, and nine boys and seven girls were registered from August 31 to December 31, 1931.

Attendance: The percent of attendance for both boys and girls for the year 1931-32 was 93.9 percent.

Time Allotment: The same amount of time was allowed by the State for Continuation School as last year which was six hours a week.

Professional Improvement: The five consecutive year requirement of professional improvement study was completed by Miss Hinchcliffe at Boston University during the past summer.

Records: All Continuation School records were approved by the Massachusetts Department of Education and State Accountants.

Tuition Pupils: There were three tuition pupils. The rate of charge was set at forty cents an hour per pupil by the state authorities. The bills were sent out as follows:

Lawrence, 52 hours at 40c per hour	\$20.80
Methuen, 112 hours at 40c per hour	44.80
	<hr/>
	\$65.60

Production: The value of production for both boys and girls was as follows:

Boys	\$216.15
Girls	78.45
	<hr/>
	\$294.60

## Maintenance:

Cost of school for year 1931-32	\$922.96	
Amount allowed by State for over-head expenses	211.32	
		<hr/> \$711.64

## Received from:

Tuition	65.60	
Smith Hughes Fund	147.63	
Reimbursement from State	461.48	
Materials	20.35	
Value of work done by pupils for School Department by boys	46.25	
		<hr/> 741.31

Net income to Andover for Maintenance of School \$ 29.67

A detailed explanation showing that the financial statements are obtained from Continuation School records that must be kept by the school, was given in my last report and the same applies to the above figures. Therefore, instead of \$29.67 income to Andover for maintaining the school as must be shown on our records, the State actually paid \$461.48 to the town treasurer.

Respectfully submitted,

CARL M. GAHAN, *Director*

## REPORT OF THE ATTENDANCE OFFICER

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*To the Superintendent of Schools.*

I hereby submit the following report for the year 1932.

Number of cases reported . . . . .	15
Number of cases investigated . . . . .	15
Number of truants . . . . .	6
Number absent with legal excuse . . . . .	3
Number absent because of sickness . . . . .	4
Number absent for lack of clothing . . . . .	1
Number absent to help at home . . . . .	0
Number absent for other insufficient reasons . . . . .	0
Number of cases prosecuted (Essex County Training School)	0
Investigated for out-of-town officers . . . . .	1

Respectfully submitted,

ROBERT DOBBIE

JOHN CAMPBELL

*Attendance Officers*



# APPENDIX

## SCHOOL CALENDAR

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1933

### SPRING TERM—Eight Weeks

March 6, Monday	Third term begins
April 19, Wednesday	Patriots' Day, Holiday
April 21, Friday	Barnard Prize Speaking
April 28, Friday	Third term ends

### RECESS—One Week

### SUMMER TERM—Seven Weeks

May 8, Monday	Fourth term begins
May 12, Friday, 7.30 p. m.	Lincoln Spelling Contest
May 30, Tuesday	Memorial Day, Holiday
June 21, Wednesday	Class Day Exercises
June 22, Thursday, 3.30 p. m.	Grammar School Graduation
June 22, Thursday, 8.00 p. m.	High School Graduation
June 23, Friday	Fourth term ends

### FALL TERM—Fifteen Weeks

September 6, Wednesday, High School	First term begins
September 11, Monday, Grammar School	First term begins
October 12, Thursday	Columbus Day, Holiday
November 30, Thursday	Thanksgiving Day, Holiday
December 1, Friday	Thanksgiving Recess
December 15, Friday	Goldsmith Prize Speaking
December 22, Friday	First term ends

### RECESS—One Week

1934

### WINTER TERM—Seven Weeks

January 2, Tuesday	Second term begins
February 16, Friday	Second term ends.

### RECESS—One Week

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 SPRING TERM—Eight Weeks

February 26, Monday	Third term begins
April 13, Friday	Barnard Prize Speaking
April 19, Thursday	Patriots' Day, Holiday
April 20, Friday	Third term ends

## RECESS—One Week

## SUMMER TERM—Eight Weeks

April 30, Monday	Fourth term begins
May 11, Friday, 7.30 p. m.	Lincoln Spelling Contest
May 30, Wednesday	Memorial Day, Holiday
June 20, Wednesday	Class Day Exercises
June 21, Thursday, 3.30 p. m.	Grammar School Graduation
June 21, Thursday, 8.00 p. m.	High School Graduation
June 22, Friday	Fourth term ends

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 ATTENDANCE BANNER WINNERS
 

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<i>Month</i>	<i>Teacher</i>	<i>School</i>	<i>Pct.</i>
January	Miss Carter	North	98.1
February	Miss Hill	Bradlee	98.1
March	Miss Hill	Bradlee	98.6
April	Miss Burke	John Dove	98.3
May	Miss Tierney	North	99.5
September	Miss Tierney	North	99.6
October	Miss Conant	John Dove	99.5
November	Miss Harnedy	Shawsheen	99.3
December	Miss Hill	Bradlee	98.8

# TEACHERS

JANUARY 1, 1932 — JANUARY 1, 1933

SCHOOL	GRADE	NAME	ADDRESS	First Election	Resig- nation	EDUCATION
PUNCHARD	Principal	Nathan C. Hamblin	117 Chestnut St.	1910		Harvard University
	Science	Eugene V. Lovely	Carisbrooke St.	1911		Bates College and B. U.
		Alice M. Perkins	Carmel Rd.	1932		Univ. of New Hampshire
	History	Eleanor Setchel	Main St.	1931	1932	Mt. Holyoke College
		Charles A. Gregory	Prospect Hill Rd.	1924		Bates College
	English	Lilian Fox	33 Chestnut St.	1920		Radcliffe College
		Emma G. Carter	33 Chestnut St.	1924		Mt. Holyoke College
		Mary L. Smith	Caronel Court	1930		Smith College
	Mathematics	Helen C. Munroe	40 Prospect St., Melrose	1930		Radcliffe College
		Marjorie F. Stevens	37 High St.	1918		Boston University
		Gertrude Berry	174 High St.	1923		Jackson College
	Business	Mervin E. Stevens	37 High St.	1923		Springfield Tech
		Mary S. Barnes	100½ Main St.	1923	1932	Bay Path Institute
		Agnes Dugan	Maple Ave.	1932		Salem Normal and B. U.
STOWE	Modern Language	William McDonald	Chestnut St.	1930		Boston College
		Helen DeM. Dunn	8 Summer St.	1914		Radcliffe College
	Principal-Mathematics	Marjorie Smith	Washington Ave.	1926		Radcliffe College
		Clara A. Putnam	30 Washington Ave.	1916		Symonds High School
	English	Etta M. Dodge	Park St.	1909		Concord High School
		Nancy Hird	Salem, N. H.	1919		Plymouth Normal
	History	Anna Chase	Lowell, R. F. D. No. 1	1921		Salem Normal
		Bernice Stimpson	17 Summer St.	1913		Gorham Normal
	Geography	Reta Atkinson	33 Chestnut St.	1924		Truro Normal
		Cecilia Derrah	26 Summer St.	1911		Salem Normal
	Physical Training	Evelyn Parker	Elm St.	1927		Keene Normal
		Alberta Espey	111 Osgood St., N. Andover	1923		Fitchburg Normal
	Principal—V	Margaret Kimball	22 Brook St.	1923	1932	Salem Normal
		Eunice Stack	20 Summer St.	1921		Salem Normal
JOHN DOVE AND S. C. JACKSON	VI	Bessie Conant	Main St.	1924		Aroostook Normal
	V	Helen Sargent	Main St.	1929		Castine Normal
	V	Mary O'Dowd	59 Elm St.	1925	1932	Lowell Normal
	V	Bessie Carter	High Plain Rd.	1930		Bridgewater Normal
	IV	Alice Stack	20 Summer St.	1923		Salem Normal
	III-IV	Catherine Barrett	102 Chestnut St.	1924		Salem Normal

## JANUARY 1, 1932 — JANUARY 1, 1933

[illegible]

## ATTENDANCE STATISTICS

SCHOOL	GRADE
PUNCHARD . . . . .	High . . . . .
STOWE . . . . .	VIII . . . . .
	VII . . . . .
JOHN DOVE . . . . .	Special . . . . .
	VI . . . . .
	VI . . . . .
	V-VI . . . . .
	V . . . . .
	V . . . . .
	IV . . . . .
S. C. JACKSON	III-IV . . . . .
	III . . . . .
	II . . . . .
	I . . . . .
SHAWSHEEN . . . . .	VI . . . . .
	V . . . . .
	IV . . . . .
	III . . . . .
	II . . . . .
	II . . . . .
	I . . . . .
BRADLEE . . . . .	V-VI . . . . .
	IV-V . . . . .
	II-III . . . . .
	I . . . . .
INDIAN RIDGE . . . . .	III-IV . . . . .
	I-II . . . . .
NORTH . . . . .	V-VIII . . . . .
	I-IV . . . . .
WEST CENTER . . . . .	I-IV . . . . .



# 1931-1932

ENROLLMENT							Total Membership	Average Membership	Average Attendance	Per cent of Attendance
Boys	Girls	Total	5 to 7 years	7 to 14 years	14 to 16 years	Over 16 years				
187	207	394		34	191	169	394	375	362	96.4
63	64	127		87	38	2	127	123	119	96.7
84	65	149		127	20	2	149	139	134	96.4
12	3	15		13	2		15	13	12	94.2
13	27	40		40			40	36	35	97.2
19	15	34		33	1		34	32	31	96.5
17	11	28		26	2		28	31	29	94.5
15	21	36		36			36	35	34	97.9
22	19	41		41			41	40	38	96.2
22	20	52		42			42	40	39	96.2
17	20	37		37			37	36	34	95.6
25	15	40		40			40	36	34	94.9
16	16	32	9	23			32	34	31	93.2
22	14	36	33	3			36	35	33	94.5
17	17	34		34			34	34	33	97.8
18	16	34		34			34	31	30	96.0
21	22	43		43			43	42	40	95.7
21	17	38		38			38	37	35	95.6
9	15	24	8	16			24	24	23	94.6
15	14	29	6	23			29	28	26	94.0
21	10	31	29	2			31	30	28	91.8
13	18	31		28	3		31	33	32	96.2
20	21	41		41			41	38	36	95.2
14	23	37	2	35			37	34	33	95.8
11	16	27	22	5			27	24	22	91.3
10	13	23		23			23	22	21	96.2
7	15	22	8	14			22	21	21	96.3
11	8	19		15	4		19	16	16	96.3
10	12	22	5	17			22	20	19	96.2
13	9	22	3	19			22	22	21	91.6
765	763	1528	125	969	261	173	1528	1461	1401	95.4

## PRIZE AWARDS

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The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Constance Putnam, '32.

Second, twelve dollars, Dorothy Boyce, '34.

Third, eight dollars, Ruth Fairweather, '32.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girl's prize, five dollars, Barbara Bartlett, '35.

Boy's prize, five dollars, Robert Cowen, '34.

The M. E. Gutterson botanical prizes:

First, five dollars, Thelma Beck, '34.

Second, three dollars, Nora Molloy, '32.

Prizes for excellence in first year Latin:

First, ten dollars, Gwen Armitage, '35.

Second, five dollars, Helen Hardy, '35.

The Parker Memorial Prize to the member of the Senior class who has won his "P" twice, and has stood highest among the athletes in scholarship:

Ten dollars, Walter Pearson, '32.

Prize offered by Dr. Conroy to member of the Freshman class making the greatest improvement during the year:

Five dollars, Avedis Sarabogolian, '35.

Prize offered by Dr. Conroy for the best impromptu essay by a Senior:

Five dollars, Barbara Hammond, '32.

The Moderator Prize for excellence in School Citizenship presented by Headmaster Alfred E. Stearns:

Ten dollars, William Foster, '32.

Harvard Club Prize Book to a junior boy in the College Preparatory Course:

Robert Nicoll, '33.

Post No. 8, American Legion Prize for excellence in the study of The Constitution of The United States:

Five dollars, Philip Bliss, '33.

The Shawsheen Woman's Club Prize for an Essay on the Character of Washington:

Two dollars and fifty cents, Robert Cowen, '34.

## LINCOLN SPELLING MATCH PRIZES

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### GENERAL PRIZES

First, Isabel Maclaren  
Second, Preston Wade  
Third, Frank L. Porter, Jr.

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### GRADE PRIZES

#### GRADE VIII

First, James Gillespie  
Second, Isabel Maclaren

#### GRADE VII

First, Preston Wade  
Second, Cornelius Wood, Jr.

#### GRADE VI

First, Leona Gaudet  
Second, Lucy Cavallaro

#### GRADE V

First, Gilbert Francke  
Second, Robert Hinman

## SEVENTY-THIRD COMMENCEMENT EXERCISES

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PROCESSIONAL—Priests' March from Athalia . . . *Mendelssohn*  
ORCHESTRA

MUSIC—The Lost Chord . . . . . *Sir Arthur Sullivan*  
COMBINED GLEE CLUBS

PRAYER . . . . . REV. FREDERICK A. WILSON, D.D.

SALUTATORY AND ESSAY—Pioneer Trails and Roads  
RUTH WALLACE FAIRWEATHER

ESSAY—Pioneers in Government . . . . . CONSTANCE LOUISA PUTNAM

MUSIC—Happy Days . . . . . *Anton Strelezski*  
GIRLS' GLEE CLUB

ESSAY—Massachusetts Colonial Industries . . . . . RUTH ADALAIDE STOTT

PRESENTATION OF CLASS GIFT

PRESENTATION OF PRIZES

ESSAY AND VALEDICTORY—The Pioneer Spirit  
ELEANOR GORHAM BARNARD

PUNCHARD ODE

PRESENTATION OF DIPLOMAS . . . . . REV. CHARLES W. HENRY  
President of the Trustees

CLASS SONG

### PUNCHARD ODE

Our dear Alma Mater, fair Punchard, all hail—!

In faith ever filial and true,

Our pledge of a love for thee never to fail,

Again hand in hand we renew;

To thee in the spirit and light of the hour,—

This oasis green of our way,—

All gemmed with bright stars of our hope in the flower,

We bring a fresh garland today.

—*William G. Goldsmith*

## CLASS SONG

Dear Alma Mater, Punchard all hail!  
Ne'er will our love for thee ever fail.  
Your children sing to show their praise of thee.  
Deep will their mem'ry of thee ever be.

Thy guiding hand hath led us in the past  
On toward the truth:—forever may it last.  
And with our learning, may we always see  
Our way through life—the world's mad seething sea.

We leave fond memories of the days gone by,  
When in thy halls our joys and hopes were high.  
Now we depart in sorrow;—still may we  
Give of our best to all humanity.

DAVID RUXTON PETRIE

## DIPLOMA STUDENTS

## CLASS OF 1932

*Finished Yet Beginning*

Hartwell Brown Abbott	James Raymond Lynch
Ruth Albers	Bertha Elizabeth MacLellan
Charles Albert Armitage	*Florence Mary McCarthy
*Eleanor Gorham Barnard	Margaret Julia McCarthy
Janet Elizabeth Barwell	Richard Aloysius McGovern
Vincent Augustine Bonner	Mary Marr
George Catlow Bredbury	Nora Catherine Molloy
Emma Briggs	Rita Elizabeth Murphy
Frederic Louis Bume	David Aucterlonie Patterson
Marion Saunders BurrIDGE	Walter Pearson
Margaret Mary Carroll	David Ruxton Petrie
Doris Frances Casey	Amy Evelyn Phillips
Muriel Louise Comins	Harold Russell Prescott
Wilma Frances Corliss	*Constance Louisa Putnam
Marian Isabel Coutts	Catherine Veronica Regan
Archibald Lamb Davidson	Harold Archer Rutter, Jr.
Mildred Dennison	Alice Long Ryley
*Ruth Wallace Fairweather	Barbara Scherner
Hetty Christine Farnsworth	Charles Simpson
*William Harnden Foster, Jr.	James Augustine Smith
Rupert Orville Frost	Walter Lincoln Stack
Harry Kydd Gouck, Jr.	Ernest Asa Stocks
Patricia Catherine Greene	*Ruth Adelaide Stott
*Barbara Miller Hammond	Elsie Lillian Sullivan
Philip Heifetz	Rita Elizabeth Sylvia
*Evelyn Cushman Higginson	Gertrude May Taylor
Bertha Harrison Hilton	Lola Delores Todd
*Louise Slade Holt	Jack Edwin Eugene Twigg
Russell Wright Hudon	Bruce Valentine
Catherine Stirling Jamieson	Ruth Johnson Ward
Lillian Marie Kearn	Inzae Iona Webster
Eva Louise Kibbee	Roger Howe Whitcomb
William Richard Kimball	Morris Williams
Violette Mae King	Marv Abbott Winkley
Bernice Helen Kress	Sarah Elizabeth Wiss
Margaret Francis Leary	*Herbert Alvin Wormwood
Mary Alice Loosigian	Alvin John Zink, Jr.
Suren Loosigian	

\*\*Highest Honors

\*Honors



# STOWE JUNIOR HIGH SCHOOL

## GRADUATING EXERCISES

PROCESSIONAL . . . . . "Over the Top March"  
SCHOOL BAND

PRAYER . . . . . REV. FREDERICK A. WILSON

## CANTATA

### GEORGE WASHINGTON

The Father of Our Country

LET FREEDOM RING  
FIRST IN THE HEARTS OF HIS COUNTRYMEN  
THE TALE OF THE CHERRY TREE  
THE SPIRIT OF '76  
THE LIBERTY BELL  
YOUR FLAG AND MINE  
VALLEY FORGE  
LONG LIVE THE PRESIDENT  
MOUNT VERNON  
SALUTE THE FLAG!

Sung by

THE GRADUATING CLASS

Directed by

MISS MIRIAM SWEENEY, *Supervisor of Music*

PRESENTATION OF DIPLOMAS . . . . . H. Gilbert Francke  
*Chairman of School Committee*

## LIST OF GRADUATES

Helen Albers  
Victoria Julia Babicka  
Dorothy Eunice Bacon  
Barbara Batcheller  
Edna Bertha Beaulieu  
James Bissett  
Dorothy Lillian Boddy  
Catherine May Bourdelais  
Grace Lincoln Boyce  
Lena May Mary Brouyett  
Loretta Teresa Brouyett  
David Beattie Brown  
Rudolph Louis Bume  
Barbara Constance Cameron  
John Lund Cederberg  
Gerard Sleicher Chapin

John Nelson Cole, 2nd  
Edith Anne Comeau  
Mary Katherine Coolidge  
Helen Gertrude Corliss  
Marion Frances Dane  
Everett Curtis Dearborn  
Harold Dennison  
Henry Armour Dobbie  
Frank Mitchell Drouin  
Elizabeth Cobb Eastman  
Eva Victoria Evans  
Frank Lungair Nicoll Fettes  
Irene May Forbes  
Marjorie Elizabeth Forbes  
Edward Albert Fraize  
Esther Francis

Bror O. Frederickson  
 Edmund Joseph Gaudet  
 James McKinnon Gillespie  
 Doris Eleanor Goff  
 Elizabeth Gordon  
 Jack McKensie Greenhow, Jr.  
 Robert Lowe Hackney  
 John Edward Haggerty  
 Steven Earl Hansen  
 Joseph Steven Hanson  
 Mary Pearl Theresa Hanson  
 George Edward Hey, Jr.  
 John Andrew Higgins  
 Elsa Anna Augusta Hillerstrom  
 James Melville Holden  
 Pauline Howe  
 Lillian May Hudson  
 Anna Josephine Jagolto  
 Margaret Louise Keith  
 Lorraine Southworth Kinsman  
 Joseph Kulikowski  
 Virginia Anneeda LeLacheur  
 Ernestine Look  
 Lucy Loosigian  
 Charles Vernon Lovely  
 Patricia Jane Lowry  
 Charles James Lundergan  
 Isabel White Maclaren  
 Robert Lightfoot Maxwell  
 John Gainey McDonald  
 Evelyn Katherine McCarthy  
 Katherine McGlynn  
 Hugh Moore McKee  
 James Andrew McKee  
 Wilfred David Moriarty  
 Frederick Hill Morrison, Jr.  
 Lincoln Wildes Morrison

Walter Muller  
 Grace Lillian Nichols  
 James Kemley Nicoll, Jr.  
 Geraldine Julia Peck  
 James Daniel Platt  
 William Duncan Pomeroy  
 George Alton Porter  
 David Rennie  
 Jane Wingate Rice  
 Julius Rockwell, Jr.  
 Murray Hooker Rogers  
 William Lester Ross  
 Arlene Estelle Rutter  
 Francis Xavier Ryan  
 Thomas Augustine Ryan  
 Edith Marie Saunders  
 Lorraine Genevieve Joan Schreiber  
 Harriett Walker Sellars  
 Richard Arthur Sherry  
 Arthur C. Smith  
 Nellie Anne Smith  
 Janet Louise Snow  
 Kerr Alexander Sparks, Jr.  
 Mary Elizabeth Sparks  
 Evelyn Verrill Spinney  
 Agnes Jane Stein  
 Anna Elizabeth Stone  
 James Thomson  
 Constance Margaret Turnbull  
 Jane White Waldie  
 Gertrude Elizabeth Walker  
 George Tomkins Wallace  
 Lillian Elsie Wallace  
 Howard Archie West  
 Barbara Helen Whitaker  
 Walter Chisholm Wilson, Jr.  
 Hazel Edna Wright

George Eno Zink

#### SPECIAL GRADUATES

James Nolan Hume  
 Albert Eddie Lamontagne

William Wallace Baillie  
 Constance Hathorn

Catherine Mary Shevlin

#### NORTH SCHOOL

Albert Leo Bourdelais  
 Fred Joseph Cavallaro  
 Mary Eileen McGovern

Alice Veronica Peterof  
 Angelina Mary Recupero  
 Alghi Shlakis

TOWN OF  
ANDOVER, MASSACHUSETTS

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ANNUAL REPORT  
OF  
THE SCHOOL COMMITTEE  
FOR THE YEAR  
**1933**

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ANDOVER, MASS.  
SMITH & COUTTS CO.  
1934



Andover, Mass., Feb. 6, 1934

The School Committee voted to adopt the report of the Superintendent as its report for 1933.

ELMER GROVER

*Secretary*

## SCHOOL COMMITTEE

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FREDERICK C. SMITH, <i>Chairman</i>	Term expires 1935
Canterbury Street	
MRS. ANNIE S. ANGUS	Term expires 1934
119 Main Street	
DR. NATHANIEL STOWERS	Term expires 1934
Main Street	
CLAXTON MONRO	Term expires 1934
Chestnut Street	
WILLIAM A. DOHERTY	Term expires 1934
Harding Street	
MISS MARY E. C. GEAGAN	Term expires 1935
Ballardvale	
ELMER J. GROVER	Term expires 1936
Harding Street	
MRS. R. N. C. BARNES	Term expires 1936
Sunset Rock Road	
ARTHUR R. LEWIS	Term expires 1936
Lowell Street	

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### *Superintendent of Schools*

HENRY C. SANBORN 4 Morton Street  
Telephone: Office 348-W; Residence 1023

### *Clerk*

MARION E. HARDY  
R. F. D. No. 1, Lowell, Mass.



## GENERAL COMMITTEES

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### *Financial and Advisory*

FREDERICK C. SMITH, *Chairman*                      MRS. ANNIE S. ANGUS  
CLAXTON MONRO

### *Teachers*

MRS. R. N. C. BARNES, *Chairman*                      DR. NATHANIEL STOWERS  
MISS MARY E. C. GEAGAN

### *Buildings, Grounds, and Equipment*

WILLIAM DOHERTY, *Chairman*                      ARTHUR R. LEWIS  
ELMER J. GROVER

---

### SCHOOL PHYSICIAN

Philip W. Blake, M.D., Main St.

### SCHOOL NURSE

Edith M. Moreton, Melrose, Mass.

### DENTAL HYGIENIST

Margaret V. Cronin

Center St., Ballardvale

### ATTENDANCE OFFICER

John Campbell

Shawsheen Rd.

### CONTINUATION SCHOOL

*Director*, Carl M. Gahan

*Assistant*, Margaret Hinchcliffe

## JANITORS

Central Plant  
Head Janitor  
Assistant  
Fireman  
Indian Ridge School  
Bradlee School  
Shawsheen School  
West Centre School  
North School

Fred Collins, 36 Summer Street  
Percy Crosby, Allen Court  
Edward O'Hagan, Baker's Lane  
Alexander Dick, Cuba Street  
James McGhie, Ballardvale  
Henry Todd, Poor Street  
Edward Harvey, Chickering Court  
John Crowley, R. F. D. No. 1

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## A TESTIMONIAL

During the past year, Mr. John Ralph, head janitor at the Central Plant, was forced to give up his work because of ill health.

For sixteen years Mr. Ralph rendered faithful and efficient service in the position which he held and it was with regret that the School Committee accepted his resignation.

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## COMMITTEE MEETINGS

The first Tuesday of each month, excepting the months of March, July and August, at 7.30 p. m., in the School Committee Rooms, Punchard High School.

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## SUPERINTENDENT'S OFFICE HOURS

8 to 8.30 a. m.; 4 to 5 p. m., on school days.  
7 to 7.30 p. m., Tuesdays, Fridays.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 a. m. there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 p. m., these grades will have no session in the afternoon. Should the same signal be heard at 8.30 a. m. or at 1 p. m., there will be no session of the first three grades.

# FINANCIAL STATEMENT

For the year ending December 31, 1933

		Proposed Budget for 1934	
GENERAL EXPENSE			
Salaries :			
Superintendent	\$3956.00		
Attendance Officer	92.00		
Clerk	1021.88		
Office Expenses	147.53		
	<hr/>	\$5217.41	\$5548.00
EXPENSE OF INSTRUCTION			
Supervisors :			
Salaries and other expenses		3181.04	
Teachers :			
Elementary	43802.06		
Junior High	18593.82		
High	28661.84		
	<hr/>	91057.72	97413.00
Textbooks :			
Elementary	967.29		
Junior High	626.58		
High	958.38		
	<hr/>	2552.25	3000.00
Supplies :			
Elementary	593.67		
Junior High	493.55		
High	1319.85		
	<hr/>	2407.07	2975.00
EXPENSE OF OPERATION			
Janitors :			
Elementary	4594.20		
Junior High	1243.68		
High	1665.00		
	<hr/>	7502.88	7680.00

## Fuel:

Elementary	2519.24		
Junior High	600.41		
High	723.44		
	<hr/>	3843.09	4795.00

## Janitors' Supplies:

Elementary	1055.53		
Junior High	304.87		
High	833.42		
	<hr/>	2193.82	3590.00

## MAINTENANCE

## Repairs:

Elementary	955.43		
Junior High	1134.71		
High	1490.73		
	<hr/>	3580.87	*8586.00

## AUXILIARY AGENCIES

## Libraries:

High	27.80		
	<hr/>	27.80	

## Health:

Elementary	2095.61		
Junior High	767.76		
High	358.45		
	<hr/>	3221.82	3417.00

## Transportation:

Elementary	5173.41		
Junior High	3342.64		
High	2633.64		
	<hr/>	11149.69	11275.00

\*This includes special appropriations for rewiring five school buildings, grading and seeding Bradlee lawn, waterproofing Shawsheen and High School buildings, and relocating boys' toilets in Stowe School.

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 MISCELLANEOUS

## Tuition :

Elementary	835.04		
Junior High	210.82		
High	230.00		
	<hr/>	1275.86	3760.00

## Sundries :

Elementary	71.23		
Junior High	154.58		
High	198.93		
	<hr/>	424.74	

## OUTLAYS

New Grounds	300.45		
New Equipment	765.50		
	<hr/>	1065.95	2450.00

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## SUMMARY OF RECEIPTS AND EXPENDITURES

Appropriation	\$138708.50
Total Expenditures	138702.01
	<hr/>
Balance	\$6.49

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## HOW THE SCHOOL DOLLAR WAS SPENT IN 1933

Administration	3.8 cents
Teachers' Salaries	68.0
Textbooks and Supplies	3.6
Janitors' Salaries	5.4
Fuel	2.8
Repairs	2.6
Health	2.3
Transportation	8.0
Sundries	3.5
	<hr/>
	100. cents

## TRUSTEES OF PUNCHARD FREE SCHOOL

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MYRON E. GUTTERSON  
REV. NEWMAN MATTHEWS  
REV. FREDERICK B. NOSS  
C. CARLTON KIMBALL

FREDERIC S. BOUTWELL  
HENRY G. TYER  
REV. CHARLES W. HENRY  
EDMOND E. HAMMOND

*President,* REV. CHARLES W. HENRY

*Clerk and Treasurer,* EDMOND E. HAMMOND

### *Visiting Committee*

MYRON E. GUTTERSON  
REV. NEWMAN MATTHEWS

REV. FREDERICK B. NOSS  
REV. CHARLES W. HENRY

### *Finance Committee*

HENRY G. TYER  
EDMOND E. HAMMOND

FREDERIC S. BOUTWELL  
C. CARLTON KIMBALL

### *Auditing Committee*

FREDERIC S. BOUTWELL

HENRY G. TYER

C. CARLTON KIMBALL



## REPORT OF THE SUPERINTENDENT OF SCHOOLS

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*To the School Committee of Andover.*

Ladies and Gentlemen:

I have the honor to submit my eighteenth annual report which is the forty-fourth in a series of similar reports.

### ENROLLMENT

During the last two years our school enrollment has increased by approximately one hundred pupils. This increase has been largely in the senior and junior high schools. The following table shows the enrollment in these schools since 1929:

	Senior High	Junior High
1929-30	319	250
1930-31	377	221
1931-32	391	269
1932-33	411	291
1933 (Fall)	440	325

For the year ending June 1933 the enrollment in the senior high school was four hundred eleven. The fall enrollment the same year was four hundred forty. This is an increase of twenty-nine while in the junior high school the increase was from two hundred ninety-one to three hundred twenty-five, a total of thirty-four. To take care of this extra enrollment one additional teacher was employed and one room was opened in the high school, but no additions could be made in the junior high school.

Next year there will be still further growth in the high school. At present in the three lower classes there are enrolled three hundred fifty-four pupils. In the junior high school, eighth grade, there are one hundred fifty-three pupils. This is a total

of five hundred seven. Approximately twenty-five pupils come into the entering class annually from St. Augustine's School. This is a total of five hundred thirty-two. Allowing a shrinkage in the eighth grade, from failure to be promoted, of twenty pupils, and for a decrease in the high school upper classes of twenty-two from the children over sixteen who may go to work, we still have left four hundred ninety pupils to be accommodated in the high school next year. This is ninety more than the present high school building will seat. Other accommodations and at least one additional teacher must be furnished for this overflow. The junior high school will probably enroll approximately three hundred twenty-five children, the same as last year. The enrollment of the first six grades will not be greatly different from previous years. Your attention is called to the fact that the increase in enrollment in the high school between 1930 and the fall of 1933 has been one hundred twenty-one, and, if our estimates are correct, the increase will be in 1934, one hundred seventy-one. In the junior high school, the increase in enrollment in the same period has been seventy-five.

### THE BUDGET

Last year's budget was made in response to the general need for a reduction in costs in public expenditure. The total is approximately ten thousand dollars less than the preceding year and twelve thousand dollars less than 1931. This came from a uniform reduction in the salaries of all school employees and practically a seven percent reduction in all materials and repairs throughout the system. This curtailment has been a serious handicap in the line of repairs, textbooks, and supplies. With the increased enrollment in the high schools it is practically impossible to carry on at this figure. Last year our expenditure per pupil for our high school, exclusive of general control, was one hundred dollars seventy-four cents. The increase of fifty pupils would mean an approximate increase in the appropriation of five thousand dollars. The cost per pupil of our junior high school

last year, outside of general control, was eighty-one dollars sixty-seven cents. An increase of thirty-four pupils means an approximate increased cost of twenty-eight hundred dollars. This does not take into consideration additional costs due to the increased enrollment of the previous year which has only in part been taken care of. This previous increase and also much needed repairs which have been neglected would add to the budget still further thirty-five hundred dollars. In other words, an increase in our budget for this year of at least eleven thousand dollars would not change the financial administration of the schools but would be only what might normally be expected from the additional enrollment based on previous expenditures per pupil.

### TEACHERS

This year only two teachers, Miss Alice Perkins, instructor in Biology and General Science in the High School, and Miss Sarah Campbell, teacher of the third grade at Shawsheen, resigned to be married. To take Miss Perkins's place, Mr. Joseph Doherty, a graduate of Boston College, was elected. Owing to the increased enrollment in the High School, which has been mentioned in another section of this report, it was necessary to employ one additional teacher. Miss Ida Grover, a graduate of Boston University, with three years experience, was elected. The position left vacant by Miss Campbell was filled by the transfer of Mrs. Georgianna Hilton from the special room. Mrs. Margaret B. Tate, a teacher of several years previous experience in Andover, was re-elected to the special room to take Mrs. Hilton's place. This year, as has been the case in several past years, the resignations have been very few in number. A small number of resignations adds to the character and efficiency of the teaching force.

In May Miss Catherine Barrett assumed the duties of principal of the John Dove School. Miss Barrett has been an efficient teacher in the Andover public schools for the past seven years. The position had been in the hands of substitutes since the resignation of Mrs. Kimball.

In Andover there is a system by which teachers receive credits for professional study. It is interesting to note that forty-three teachers out of fifty-four have done some professional study since the system of credits went into effect. It is true that professional study done for credits has some disadvantages. On the whole, however, Andover is amply repaid through more efficient and inspirational service rendered by the teachers who do study for whatever cause the studying may be done. Some undoubtedly study for the purpose of the credits, but the majority of the teachers do it for improvement and pleasure in the study itself.

At this point it is the pleasure of the superintendent to express to the committee his appreciation of the valuable and exceptional service rendered by the Andover teachers. As a body their professional standards are high and their conception of the ideal lofty.

### JANITORS

On February 21st, Mr. John Ralph, for sixteen years head janitor at the Central Plant, left. Mr. Ralph had not been well for some time, although he had continued with his work. He did not tender his resignation until June 5th. Mr. Ralph rendered very faithful and efficient service and it was with regret on the part of the teachers and officials that it was learned that he was not able to continue with his work. Mr. Fred Collins was promoted to the position of head janitor. Mr. Edward O'Hagan, who was acting night fireman, was appointed substitute janitor until Mr. Ralph's resignation took place, when he was permanently appointed.

### A NEW BUILDING

The need for a new junior high school building has long been urgent. An article in the 1929 School Report discusses this somewhat at length. The same year, the School Committee presented to the town at its regular March meeting a request for an appropriation to construct a new school building in the center of the town.



Since that time, an increase in the high and junior high school enrollment has been so very large that the needs have been greatly intensified.

As the years of depression came on everyone agreed that it would be unwise for the town to build a new building. Last fall when the operations of the P. W. A. became known it was suggested to the School Committee that the town might avail itself of the Federal Grant. Even then, for a long time, the Committee were loath to make any definite proposition. Finally, the Selectmen invited the School Committee with other committees to joint meetings for discussion of the possibility of the town's availing itself of the Federal Grant. These meetings naturally led to a discussion of needs, plans, and costs.

At first, the Committee considered seriously only a new school building, but as study of the situation continued, it was finally deemed best that a comprehensive plan should be submitted to the town for consideration of the voters. The plans then covered a new school building, a hall and a gymnasium. Mr. Perley Gilbert was authorized to submit plans and estimates to the School Committee.

Before plans were completed and estimates finally made, at Mr. Gilbert's suggestion Mr. Kellogg, well-known heating engineer, made a study of the existing heating plant. He reported that the plant was old, very much out of date, and uneconomical in the use of fuel. Also, that it would be very expensive, in fact almost impossible, to repair the present system or renew it in its present position. Consequently, there were added to the general plans and estimates those of a new heating system.

After much careful study, the School Committee felt that it was best to present to the town plans for additional school accommodations to be considered in three distinct groups; the first including the school building and the heating plant, the second the hall, and the third the gymnasium. They asked the Selectmen to call a special town meeting for the purpose. The Town Finance Committee approved of the first proposition, the new school build-

ing and the heating plant. They did not approve of the other two. A special town meeting was held December eleventh. At that meeting, by an overwhelming majority of six hundred twenty-nine to eleven, the town voted to build a new school building and heating plant. The two other propositions were voted by a two-thirds majority but with a smaller margin than the school building. These votes were made dependent upon the Federal Grant of thirty percent on labor involved in the construction.

Mr. Frank H. Hardy, Chairman of the Selectmen

Mr. Frederick C. Smith, Chairman of the School Committee

Mr. Hugh Bullock, Chairman of the Finance Committee

Mr. Philip F. Ripley

Mr. James C. Souter

Mr. Leo F. Daley

Mrs. Fay Elliot

If the Federal Grant is secured, the construction of the new buildings will rest with the above committee, and the town of Andover will have sufficient school accommodations to last for several years and a school plant of which they should have reason to be proud.

### COURSES OF STUDY

Again there have been few changes in our courses of study. The tendency has been throughout the year in every line to socialize the regular work of the schools. Much may be said in regard to what the schools have accomplished as shown in the results in our social life. Not long ago a Boston newspaper speaking of the average intelligence and self-restraint of the masses said, "May we not include our educational system as one of the main explanations of our fine morale and discipline while we have been under fire." This is probably true. Our educational system is undoubtedly responsible for the even tenor with which we are passing through a serious financial depression.



This same depression, however, makes necessary, through the social changes which it is bringing, new demands on our educational system. Children are remaining in school to a far more advanced age. The problems which they and all children are to meet are quite different from those of the past decade. Transportation facilities allow freer intercourse among people. Radios permit an almost universal exchange of thought. Mechanical developments facilitate manufacturing to the extent that the working hours of the people are much shorter than ever before. In order to meet such conditions, the schools must stress the social order; the relation of the individual in the house, the place that each person must have in the community, a knowledge of economics, and last, but not least, a standard and beneficial use of leisure time. The schools must make it a part of their duty to educate and train children so that they shall not be social misfits, so that they shall understand the conditions which surround them and under which they must labor and live.

The same paper quoted above also said in its editorial columns, "Our educational systems have returned handsome dividends just when they were needed." This has been true of the educational system in the past and will be true of it in the future, but in order that it shall be so, some work considered important in the past must be dropped from our curriculum, other new and important subjects added, and many other of the old subjects modified and taught with a new purpose in view.

The basal system of reading introduced last year has been continued through the second grade. The Rugg course in Social Studies has been extended. It is now used in one division in each of the seventh and eighth grades. Another year it is hoped that, with slight modifications, the course may be used in other divisions. Both the new system of primary reading and the Rugg course in Social Studies are along the line of socializing our courses and developing in the children a sense of social life and obligations.

The same idea is being carried out in our Music and Art

classes. Miss Sweeney, our music supervisor, organizes choruses, glee clubs, orchestras and bands, and also introduces courses in music appreciation which are more valuable than ever at this time of the radio and its varied programs. Art, as never before, plays a great part in the lives of people of today. Miss Olliff, our art supervisor, has written the following: "Within recent years art has become recognized as an increasingly important element in stimulating a wide range of school work, as an essential part of adult education, and as a weighty economic factor in the affairs of nations. As art has become such an integral part of our lives, may not its influences be unlimited? Participation and enjoyment in its many forms of expression are among the finest contributions that our schools can offer to the children of today. To rob children of these experiences is to make their lives colorless, drab, and merely utilitarian. To give them what art has to offer helps to refine, enrich, and uplift their lives."

In this connection the school department wishes to thank the officials of the Addison Gallery for the assistance rendered the art supervisor in her work. Many visits by groups of school children to the Gallery have been arranged. The public schools are very fortunate in having this source on which to draw for its art appreciation.

The methods and purposes of instruction in English have also changed. Composition in the grades has long since ceased to be a cut and dried written exercise, but through choice of subjects and improved methods has become of vital interest to the children. Throughout the entire system dramatization has a prominent place. Much dramatization is done in the separate classes and the separate schools frequently through simple dramatization before the entire school. Through the competent instruction of Mr. Mervin Stevens, dramatization in the high school has reached a very high degree of usefulness and perfection. All these exercises and methods of presentation are making the English language more vital for the individual child.

One of our high school teachers, in connection with her pro-

fessional study, is conducting a very valuable and instructive experiment in teaching English. The experiment is to ascertain how much aid instruction in Precise Writing is to the reading comprehension. Two groups of pupils in order to establish an equal standard of intelligence and ability in each, have been given various tests. They have been classified according to results. In one of these groups the instruction is given accompanied by twenty lessons in Precise Writing while the other group is following the ordinary established method of sentence analysis. The results, of course, will tend to show whether Precise Writing or Sentence Analysis has the better value in teaching reading comprehension. At the end of the time allotted for the experiment, tests will be given to determine results. It is interesting, however, to note that in the meantime the children themselves who are taking the Precise Writing feel that they have received a distinct benefit from the method. These benefits are grouped under the following five headings.

1. Improvement in understanding the printed page
2. Ability to make a clearer summary
3. Wider vocabulary
4. Improvement in sentence construction
5. Greater thinking powers

Such experiments are very useful and stimulating to the children who are engaged in them.

Concerning the work in household arts and manual training very little needs to be said. These courses have been carried on much the same as in the past, in a way that should help the girls and boys very much in their future development. The cooking department has been carried on by Miss Margaret Hinchcliffe in her usual efficient way. Miss Hinchcliffe, in addition to the regular work of her department, has carried on very successfully the lunch counter.

Mrs. Derrah, employed as teacher of sewing, concludes with the following very pertinent paragraph: "In the household arts subjects, as presented in most junior high schools, little attention

is paid to their value for vocational purposes. Most educators agree that these subjects deserve an important place in the program of secondary education, but the purposes usually stressed are, to round out the general education of girls, and to prepare them for the responsibilities of their homes."

The manual training department, in addition to its usual work, built very satisfactory typewriting benches from wood and second-hand pipe and fittings. These were designed, constructed, and put up in the high school. Such work which is frequently done by the boys of this department is a financial help as well as excellent training for the boys. Mr. Gahan writes as follows: "Most of our public school children must earn a living sooner or later. As the hours for all workers are shortened, these prospective workers must also know how to use their leisure time to advantage. Manual Training plays an important part in the practical side of this training."

In this section of the report an attempt has been made to show that the courses of the public school today must and do train the children along the lines of social activities. What has been said of the courses mentioned in this section may be said to a greater or less extent of all courses of study in the Andover Public Schools. This is one of the new and essential demands made on public school education at the present time.

During the last few years since the depression has made it necessary to cut the amount of money appropriated for schools, a great deal has been said about fads and frills. It can be safely asserted that there are no fads or frills in our schools. There is value in each subject we offer. Subjects and activities in themselves are not fads and frills, but an unwise and wasteful use of these activities may be. Every subject on our curriculum has value. We must remember that although a school subject or activity is of service for one pupil it may have no value for another. Every subject and activity must be determined on the basis of its value. Children now in school need as good an education and training, in fact even better, than those of the preceding



years. The present conditions of living are changing. The depression is revealing new and far different values. Therefore, we must change our school offerings if we expect to keep up with the needs of our pupils.

## HEALTH

During the year the usual health activities have taken place. Miss Moreton, School Nurse, reports wide-spread prevalence of contagious diseases. Whooping cough, chicken pox, mumps and measles are on the list. Whooping cough has been specially vicious as five cases have been followed by pneumonia. This wide-spread prevalence is probably due to two factors. Depression has caused some under-nourishment and a great deal of worry and irritation, and the severe cold weather has caused physical discomfort. Miss Moreton further reports that, "The Wakefield Clinic X-rayed and examined twenty-five children on its follow-up list and discharged six who have improved sufficiently. In May, Dr. Blake made nearly three hundred examinations of pupils qualifying for the Physically Fit Tag for Child Health Day. Then followed the Schick testing of the hundred pupils inoculated the fall before." During the last few days of school in June the annual pre-school round-up took place. Each year this is being emphasized more and more. It is really a great advantage if the children entering the first grade have this pre-school examination and have some of the smaller physical defects rectified before entering school in September.

There has been no marked development of the health program in the schools. Probably no direct advance along this line will take place until it is finally decided whether a gymnasium is to be erected or not. In case of the erection of a gymnasium the whole health program of the school system would have to be revised from the bottom up. The health activities of the school are the most important features of its curriculum. A healthy body is essential to a healthy, active mind.

## CONCLUSION

To the citizens of Andover belong the public schools. Without the hearty and intelligent support of the citizens, the schools cannot accomplish the best results. Never before as at the present time has the community needed the public schools. And just in the proportion that the community needs the schools so do the schools need the support of the community. In the past this support has been intelligent and adequate and for it the citizens of Andover are to be commended.

Respectfully submitted,

HENRY C. SANBORN



## REPORT OF PRINCIPAL OF PUNCHARD SCHOOL

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*To the Superintendent of Schools and the Trustees of the  
Punchard Free School.*

Gentlemen :

I have the honor to submit my twenty-fourth annual report.

The expected increase in numbers occurred in September and a room was opened in the old Punchard building. With one more teacher we have been able to arrange the schedule of recitations in a fairly satisfactory way. The commercial department is crowded and both instructors have full teaching periods. It has been necessary to use Punchard Hall for a study room—an unsatisfactory arrangement as there are no desks there. The science courses are beyond the capacity of the laboratory equipment. The chemistry laboratory is piped for another students' table and this should be put in as soon as possible.

Although I had expected a maximum (for several years at least) enrollment would be reached this year, it seems sure that the present total of 450 will be considerably exceeded next September. When the new building operations begin it will be necessary to divide the school into two platoons with the three upper classes coming in the morning and the ninth grade in the afternoon.

For the first time in ten years, the Athletic Association has a deficit. A smaller paid attendance during the football season, a falling off in student membership, increases in expenses, particularly medical, have all contributed to this state of affairs. The situation is not surprising nor is it unique—most schools are suffering the same way. We shall have to raise nearly one hundred dollars to meet our indebtedness. As it takes about three hundred more to finance the baseball season it may be necessary to give up that sport this Spring. We have sent an unusual number of boys

for medical treatment. We are fortunate in not having cases of serious injury, but the minor ones have been more numerous than ever before. While there is no legal responsibility for the Association to assume payment of doctors' bills, in view of the hard times it has undertaken many of them. Eventually either a physician will have to be retained for the squad or the entire responsibility go back to the parents.

The economic situation has kept us from asking for money for the Goldsmith Library. We are in need of new books to keep our collection adequate for reference work. A small income from Liberty Bonds, given for the library, and the proceeds of a lecture have enabled us to meet a somewhat curtailed magazine subscription bill. In a material way, we need new chairs for the library tables.

The most serious problems of adjustment to the school come in the ninth grade. The present freshman class contains an exceptional number of good students—at the time of this report eighteen of them are on the honor roll. At the other extreme, there is a large number of almost complete failures. Indifference, immaturity, and, in a few cases, inability, all furnish their quotas to this group. With the Junior High School suffering more than Punchard from crowded quarters it is unfair to expect the former to keep such pupils or for us to send to it those who have not had the Junior High training and who need it. When these failures reach the age of sixteen we are recommending their withdrawal.

The closer affiliation of the two schools will help meet the cases of the younger ones, but there will still be an unassimilated residue that gets little from school and contributes less.

Too many students are electing the college preparatory curriculum. The result is a large number of failures. College requirements permit no lowering of standards. Preparation in four years means steady work of high grade. Unless a pupil has shown the ability and willingness to lay a good foundation, especially in mathematics and language, it is a waste of time to try to prepare for college examinations here. Had we means to offer the aca-

demic subjects to all at varying rates of progress, more pupils could be benefited by these courses; but when one section only can be assigned to a college preparatory course—that course must be conducted at the highest level. It is hard to make parents understand that other lines of success are just as worthy as those leading through college.

The past term, a health-council has been formed. It is hoped that a better understanding of the community health problems as well as those of personal hygiene may result. We look forward to the new gymnasium with its exercise-for-all program.

Many of our needs will be met by the readjustments following the new building project. Of the others, three are daily and increasingly felt: lockers for the coat rooms, desks to replace some that have been in use nearly forty years, and a clerk for the school office.

Few people who have not taught can realize how difficult the teacher's task has become during the past few years. Under conditions which have required all reserves of patience and courage which our teachers possess, they have carried on with commendable cheerfulness.

Respectfully submitted,

NATHAN C. HAMBLIN

## REPORT OF THE CONTINUATION SCHOOL

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*To the Superintendent of Schools.*

Dear Sir:

I herewith submit my annual report as Director of Andover Continuation School.

Registration: Thirteen boys and seven girls were registered from August 31, 1932, to August 31, 1933, and five boys and five girls were registered from August 31 to December 31, 1933.

Attendance: The percent of attendance for both boys and girls for the year 1932-33 was 91.51 percent.

Time Allotment: The State allows six hours per week for Continuation School which has been the same for the last few years.

Records: All Continuation School records were approved by the Massachusetts Department of Education and State Accountants.

Tuition Pupils: There were two tuition pupils. The rate of tuition was set at thirty-five cents an hour per pupil by the state authorities. The bills were sent out as follows:

Lawrence, 44 hours at 35c per hour	\$15.40
Methuen, 52 hours at 35c per hour	18.20
	<hr/>
	\$33.60

Production: The value of production for both boys and girls was as follows:

Boys	\$191.68
Girls	70.45
	<hr/>
	\$262.13

Maintenance:

Cost of school for year 1932-33	\$768.65
Amount allowed by State for overhead expenses	103.97
	<hr/>
	\$664.68

## Received from:

Tuition	33.60	
Smith Hughes Fund	73.57	
Reimbursement from State	384.33	
Materials	17.00	
Value of work done by pupils for School Department		
Boys	36.50	
Girls	13.00	
		<hr/> 558.00

Cost to Andover for Maintenance of school \$106.68

The foregoing financial statement is taken from Continuation School records that must be kept by the school. The State pays half of the total expenses of the Continuation School. All housing of the school is done in rooms used by Punchard and Stowe Schools and two of the regular instructors teach this school. A proportional part of operating costs for rooms used and the fractional part of the instructors' time are paid for by the State. As the rooms and instructors are used after our regular school hours, there is actually very little added cost to the town for maintaining the Continuation School. The State actually paid \$384.33 to the Town Treasurer. A fractional part of the overhead and the instructors' salaries are figured to a certain extent on pupil hours in attendance. The amount received from the State has decreased continually during the past few years because of the smaller number of pupils attending each year. Regular school pupils have remained in school because they have been unable to secure work before they were sixteen years of age.

Respectfully submitted,

CARL M. GAHAN, *Director*



## REPORT OF SCHOOL PHYSICIAN

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Mr. Henry C. Sanborn

Superintendent of Schools

Andover, Mass.

Dear Sir:

Through the co-operation of the Board of Health, free vaccinations and pre-school examinations were made possible for those unable to afford them this year, and time was set aside for this purpose at the Baby Clinic which is conducted at the Andover Guild. While the number who took advantage of the opportunity was not large, it was an innovation, and I feel that it will prove of increasing benefit if it is carried on in future years.

In my examination of the underweight, nervous types of children, I am impressed by the fact that many of their ills could be modified by a greater amount of sleep than the average child gets. This matter has been recently stressed in a lecture by Dr. Richard M. Smith who says, "Insufficient sleep and rest interfere with growth and development just as does failure to provide a well balanced diet. Results of lack of sleep are easily seen,—resistance to discipline, irritability; the underlying results,—failure to gain, etc. Up to eleven years of age, the child needs eleven hours of sleep, and up to sixteen years of age, nine hours." Yet too often, when a parent is asked concerning a frail child, "What time does he get to bed?", the answer is apt to be appalling from a physician's point of view. Our schools cannot provide food for children who are hungry, but perhaps we can educate parents and children alike in such matters, which are more easily within the grasp of all.

It is being increasingly recognized that while health statistics have been good thus far during our economic depression, we have yet to realize the full results of the physical and mental hardships



through which so many have passed. A prominent phychiatrist has said that he expects more childhood nervous disorders within the next few years than history has ever known. Fear has been rampant among the poor and the unemployed, and it has cast its shadow upon the child. I do feel that all of us who are trusted with the welfare of children must exercise a greater vigilance and patience than ever before in our contacts with them.

Respectfully submitted,

PHILIP W. BLAKE

*School Physician*

## REPORT OF THE ATTENDANCE OFFICER

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*To the Superintendent of Schools.*

I hereby submit the following report for the year 1933.

Number of cases reported . . . . .	41
Number of cases investigated . . . . .	41
Number of truants . . . . .	21
Number absent with legal excuse . . . . .	0
Number absent because of sickness . . . . .	7
Number absent for lack of clothing . . . . .	2
Number absent to help at home . . . . .	5
Number absent for other insufficient reasons . . . . .	4
Number of cases prosecuted (Essex County Training School)	1
Investigated for out-of-town officers . . . . .	1

Respectfully submitted,

JOHN CAMPBELL

*Attendance Officer*

# APPENDIX

## SCHOOL CALENDAR

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1934

### SPRING TERM—Eight Weeks

February 26, Monday	Third term begins
April 13, Friday	Barnard Prize Speaking
April 19, Thursday	Patriots' Day, Holiday
April 20, Friday	Third term ends

### RECESS—One Week

### SUMMER TERM—Eight Weeks

April 30, Monday	Fourth term begins
May 11, Friday, 7.30 p. m.	Lincoln Spelling Contest
May 30, Wednesday	Memorial Day, Holiday
June 20, Wednesday	Class Day Exercises
June 21, Thursday, 3.30 p. m.	Junior High School Graduation
June 21, Thursday, 8.00 p. m.	High School Graduation
June 22, Friday	Fourth term ends

### FALL TERM—Fifteen Weeks

September 5, Wednesday, High School	First term begins
September 10, Monday Grammar School	First term begins
October 12, Friday	Columbus Day, Holiday
November 12, Monday	Armistice Day, Holiday
November 29, Thursday	Thanksgiving Day, Holiday
November 30, Friday	Thanksgiving Recess
December 14, Friday	Goldsmith Prize Speaking
December 21, Friday	First term ends

### RECESS—One Week

1935

### WINTER TERM—Eight Weeks

January 3, Wednesday	Second term begins
February 21, Thursday	Second term ends

### RECESS—One Week

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 SPRING TERM—Eight Weeks

March 4, Monday	Third term begins
April 18, Thursday	Barnard Prize Speaking
April 19, Friday	Patriots' Day, Holiday
April 26, Friday	Third term ends

## RECESS—One Week

## SUMMER TERM—Seven Weeks

May 6, Monday	Fourth term begins
May 10, Friday, 7.30 p. m.	Lincoln Spelling Contest
May 30, Thursday	Memorial Day, Holiday
June 19, Wednesday	Class Day Exercises
June 20, Thursday, 3.30 p. m.	Junior High School Graduation
June 20, Thursday, 8.00 p. m.	High School Graduation
June 21, Friday	Fourth term ends

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 ATTENDANCE BANNER WINNERS
 

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<i>Month</i>	<i>Teacher</i>	<i>School</i>	<i>Pct.</i>
January	Miss Fitzhenry	Bradlee	97.0
February	Miss Fitzhenry	Bradlee	99.3
March	Miss Hill	Bradlee	99.238
April	Miss Harnedy	Shawsheen	100.0
May	Miss Hill	Bradlee	99.2
September	Miss Anderson	Shawsheen	98.7
October	Miss Harnedy	Shawsheen	99.0
November	Miss Hill	Bradlee	98.8
December	Miss Hill	Bradlee	100.0

# TEACHERS

JANUARY 1, 1933—JANUARY 1, 1934

SCHOOL	GRADE	NAME	ADDRESS	First Election	Resig- nation	EDUCATION
PUNCHARD	Principal	Nathan C. Hamblin	117 Chestnut Street	1910	1933	Bates College and B. U.
	Science	Eugene V. Lovely	Allen Court	1911		Univ. of New Hampshire
		Alice M. Perkins	Carmel Road	1932		Boston College
	History	Joseph B. Doherty	Harding Street	1933		Bates College
		Charles A. Gregory	Prospect Hill Road	1924		Boston College
	English	William McDonald	Chestnut Street	1930		Harvard University
		Mary L. Smith	Central Street	1930		Smith College
	Mathematics	Lillian J. Fox	24 High Street	1920		Radcliffe College
		Emma G. Carter	33 Chestnut Street	1924		Mt. Holyoke College
	Business	Marjorie F. Stevens	37 High Street	1918		Boston University
		Gertrude Berry	174 High Street	1923		Jackson College
	STOWE	Latin	Mervin E. Stevens	37 High Street		1923
Agnes Dugan			Maple Avenue	1932	Salem Normal and B. U.	
Modern Language		Helen C. Munroe	24 High Street	1930	Radcliffe College	
		Ida M. Grover	Harding Street	1933	Boston University	
Principal-Mathematics		Helen DeM. Dunn	8 Summer Street	1914	Radcliffe College	
		Marjorie Smith	9 Wolcott Avenue	1926	Radcliffe College	
English		Clara A. Putnam	30 Washington Avenue	1916	Symonds High School	
		Etta M. Dodge	Park Street	1909	Concord High School	
History		Nancy Hird	Salem, N. H.	1919	Plymouth Normal	
		Anna Chase	Lowell, R. F. D. No. 1	1921	Salem Normal	
JOHN DOVE AND S. C. JACKSON		Geography	Bernice Stimpson	17 Summer Street	1913	Gorham Normal
			Reta Atkinson	24 High Street	1924	Truro Normal
	Physical Training	Cecilia Derrah	26 Summer Street	1911	Salem Normal	
		Evelyn Parker	Elm Street	1927	Keene Normal	
	Special	Alberta Espey	61 Elm Street, Methuen	1923	Fitchburg Normal	
		Catherine Barrett	102 Chestnut Street	1924	Salem Normal	
	Principal—V	Eunice Stack	20 Summer Street	1921	Salem Normal	
		VI	Main Street	1924	Aroostook Normal	
	VI	Bessie Conant	Main Street	1929	Castine Normal	
		Helen Sargent	Main Street	1923	Salem Normal	
	IV	Alice Stack	20 Summer Street	1933	Lowell Normal	
		Mary Burke	Bartlet Street	1926	Gorham Normal	
III	Helen McGraw	13 High Street	1893	Salem Normal		
	Florence Abbott	Upland Road				



# TEACHERS — Continued

JANUARY 1, 1933—JANUARY 1, 1934

SCHOOL	GRADE	NAME	ADDRESS	First Election	Resig- nation	EDUCATION
SHAWSHEEN	I-II	Adele Duval	20 Wolcott Avenue	1898		Wenona (Minn.) Normal
	I	Florence Prevost	56 Bartlet Street	1898		Wheelock Kindergarten
	Special	Margaret B. Tate	Main Street	1933		Vassar College
	Principal—VI	Anna Harnedy	24 Summer Street	1920		Lowell Normal
	V	Vera Thurston	14 Carisbrooke Street	1926		Framingham Normal
	IV	Katherine Ballard	Main Street	1927		Framingham Normal
	III	Sarah Campbell	207 Middlesex St., N. Andover	1923		Lowell Normal
	III	Edith Donald	Carisbrooke Street	1927		Mt. Holyoke College
	II	Mary Leary	Washington Avenue	1928		Lowell Normal
	I	Ethel B. Anderson	37 Lowell Street	1921	1933	Keene Normal
BRADLEE	Principal—VI	Grace Hill	109 Main Street	1900		Salem Normal
	IV-V	Jane Fitzhenry	Cambridge, Mass.	1929		Machias (Maine) Normal
	II-III	Mina Noyes	Lovejoy Road	1928		Salem Normal
	I	Florence Holt	9 Avon Street	1921		Page Kindergarten
	Principal—I-II	Jessie P. Brown	45 Bartlet Street	1914		Brandon Training School
INDIAN RIDGE	III-IV	C. Maude Pearl	21 Florence Street	1923		Framingham Normal
	V-VI	Bessie Carter	High Plain Road	1930		Bridgewater Normal
WEST CENTER	III-I	Georgianna Hilton	Lowell Street	1921		Smith College
	I-II	Betty Hird	Salem, N. H.	1931		Plymouth Normal
NORTH	I-VI	Verona Tierney	530 Andover St., Lawrence	1924		Lowell Normal
	Manual Training	Carl M. Gahan	106 Chestnut Street	1919		Gorham Normal and B. U.
SUPERVISORS	Domestic Science	Margaret Hinchcliffe	3 Highland Road	1923		Farmington Normal
	Drawing	Alice Olliff	Park Street	1932		Mass. School of Art
	Drawing	Mary Bailey	York Street	1932		B. U. Art School
	Music	Miriam Sweeney	Central Street	1926		Lowell Normal

## ATTENDANCE STATISTICS

SCHOOL	GRADE
PUNCHARD . . . . .	High . . . . .
STOWE . . . . .	VIII . . . . .
	VII . . . . .
JOHN DOVE . . . . .	Special . . . . .
	VI . . . . .
	VI . . . . .
	V-VI . . . . .
	V . . . . .
	V . . . . .
	IV . . . . .
	III-IV . . . . .
S. C. JACKSON . . . . .	III . . . . .
	II . . . . .
	I-II . . . . .
	I . . . . .
SHAWSHEEN . . . . .	VI . . . . .
	V . . . . .
	IV . . . . .
	III . . . . .
	II-III . . . . .
	II . . . . .
	I . . . . .
BRADLEE . . . . .	VI . . . . .
	IV-V . . . . .
	II-III . . . . .
	I . . . . .
INDIAN RIDGE . . . . .	III-IV . . . . .
	I-II . . . . .
NORTH . . . . .	I-VII . . . . .
WEST CENTER . . . . .	I-IV . . . . .

# 1932-1933

ENROLLMENT							Total Membership	Average Membership	Average Attendance	Per cent of Attendance
Boys	Girls	Total	5 to 7 years	7 to 14 years	14 to 16 years	Over 16 years				
206	211	417		31	205	181	417	404	388	96.2
81	56	137		97	36	4	137	134	128	95.5
84	89	173		143	28	2	173	168	161	93.3
14	4	18		18			18	18	16	91.5
21	22	43		43			43	40	38	96.2
14	19	33		31	2		33	29	27	94.4
23	14	37		36	1		37	33	31	93.3
21	17	38		38			38	34	32	93.9
12	26	38		37	1		38	36	34	94.1
16	20	36		36			36	34	31	92.2
17	16	33		33			33	28	26	92.9
23	15	38		38			38	31	29	93.5
29	17	46	10	36			46	45	41	91.9
17	14	31	15	16			31	28	25	91.5
17	23	40	38	2			40	33	31	91.9
13	11	24		24			24	24	23	97.5
19	22	41		41			41	35	33	95.1
22	16	38		38			38	34	33	97.0
16	20	36		36			36	34	32	94.6
14	13	27	1	26			27	23	22	94.2
27	10	37	9	28			37	31	30	94.7
28	14	42	40	2			42	34	31	92.3
11	11	22		21	1		22	21	20	98.2
22	23	45		45			45	39	38	97.3
18	16	34	2	32			34	32	31	96.2
14	17	31	16	15			31	29	28	96.1
9	14	23		23			23	22	21	93.6
17	13	30	17	13			30	26	25	95.6
14	12	26	4	22			26	20	18	93.9
24	13	37	7	30			37	31	29	93.4
863	788	1651	159	1031	274	187	1651	1530	1452	94.4

## PRIZE AWARDS

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The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Thisbe Grieco, '34.

Second, twelve dollars, Robert Nicoll, '33.

Third, eight dollars, Mary Barnard, '33.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girl's prize, five dollars, Joan Moody, '36.

Boy's prize, five dollars, Richard Cooper, '34.

The M. E. Gutterson botanical prizes:

First, five dollars, Wunda Kupis, '35.

Second, three dollars, Joseph Serio, '35.

Prizes for excellence in first year Latin:

First, ten dollars, Joan Moody, '36.

Second, six dollars, Flora Raidy, '36.

The Parker Memorial Prize to the member of the Senior class who has won his "P" twice, and has stood highest among the athletes in scholarship:

Ten dollars, David Nicoll, '33.

Prize offered by Dr. Conroy to member of the Freshman class making the greatest improvement during the year:

Five dollars, Lincoln Morrison, '36.

Prize offered by Dr. Conroy for the best impromptu essay by a Senior:

Five dollars, Agnes Gallagher, '33.

Harvard Club Prize Book to a junior boy in the College Preparatory Course:

Robert Cowen, '34.

Post No. 8, American Legion Prize for excellence in the study of The Constitution of The United States:

Five dollars, Edward Howe, '33.

The Prize offered by the Andover Sportsman's Club for an essay on Good Sportsmanship.

Ten dollars, Zygmund Kupis, '34.

## LINCOLN SPELLING MATCH PRIZES

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### GENERAL PRIZES

First, Preston Wade  
Second, Wayne Anderson  
Third, Edmond Hammond

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### GRADE PRIZES

#### GRADE VIII

First, Preston Wade  
Second, Wayne Anderson

#### GRADE VII

First, Lucy Cavallaro  
Second, Gladys Greenough

#### GRADE VI

First, Margaret Hadley  
Second, Edmond Hammond

#### GRADE V

First, George Nicoll  
Second, Warren Richardson

## SEVENTY-FOURTH COMMENCEMENT EXERCISES

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*The Theme of the Essays is America*

PROCESSIONAL—Priests' March from Athalia . . . Mendelssohn  
ORCHESTRA

MUSIC—The Heavens Resound . . . Beethoven  
GIRLS' GLEE CLUB

PRAYER . . . REV. CHARLES W. HENRY  
President of the Trustees

SALUTATORY AND ESSAY—America at War . DAVID LINCOLN NICOLL

ESSAY—America's Debt to Her Foreign Born MARY KATHERINE BARNARD

MUSIC—Thanks Be to God . . . Dickson  
GIRLS' GLEE CLUB

ESSAY—A Century of Progress . . . DOROTHY MCCROREY MEARS

PRESENTATION OF CLASS GIFT

PRESENTATION OF PRIZES

ESSAY AND VALEDICTORY—As Others See Us . AGNES GALLACHER

PRESENTATION OF DIPLOMAS . . . MR. H. GILBERT FRANCKE  
Chairman of the School Committee

### PUNCHARD ODE

Our dear Alma Mater, fair Punchard, all hail—!  
In faith ever filial and true,  
Our pledge of a love for thee never to fail,  
Again hand in hand we renew;  
To thee in the spirit and light of the hour,—  
This oasis green of our way,—  
All gemmed with bright stars of our hope in the flower,  
We bring a fresh garland today.  
—William G. Goldsmith



## DIPLOMA STUDENTS

## CLASS OF 1933

*Non Aetate Verum Ingenio**Apiscitur Sapientia*

Higus Asoian  
\*Mary Katherine Barnard  
Isabel Ellen Batchelder  
Anne Marion Beer  
Drummond Bissett  
Mary Elizabeth Bliss  
\*Philip Bliss  
Elizabeth Lawson Buchan  
Eleanor Miller Buckley  
Ella Alfreda Cederberg  
Wesley Adams Cilley  
Thomas Joseph Connolly  
Elizabeth Archibald Croy  
Josephine Patrice Daly  
William James Daly  
\*Florence Beulah Dennison  
John Deyermond  
James David Doherty  
Mary Monica Doherty  
Edith Sarah Flint  
Eleanor Louise Frye  
\*Agnes Gallagher  
John Joseph Gallant  
Ignatius Salvatore Giaimo  
Isabella Lamb Greenhow  
Helene Elizabeth Hall  
Henry Lester Hilton  
Edward McDowell Howe  
Roger Gibbs Huntress  
William Augustine Hurley

Walworth Johnson  
Shirley Mary Kemp  
\*Lyndell Florence Lawson  
\*Barbara Alice Lee  
Dorothy Alice Lewis  
David Kincaid Lovely  
Howard Douglas Mailey  
\*Donald Elwin Mayo  
Albert Timothy McCarthy  
William Lewis McClaran  
Harry Shepherd Meadowcroft  
\*Dorothy McCrorey Mears  
Allan Cleveland Milnes  
Helen Dorothy Nelson  
\*David Lincoln Nicoll  
Robert Thompson Nicoll  
Franklin Elwood Northey  
Henry Standish Perkins  
John Henry Pike  
Ruth Sibley Pratt  
George Osgood Putnam  
Albert Laurence Ratté  
Wallace Rennie  
Arthur Widdows Smith  
George Lincoln Smith  
Esther May Stocks  
Richard Doble Stott  
Helen Luella Stubbs  
Albert Russell Swenson  
Allen Mason Ward

\*Honor Roll for four years

# STOWE JUNIOR HIGH SCHOOL

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## GRADUATING EXERCISES

*"E Pluribus Unum"*

*(One Out of Many)*

The United States has indeed been evolved from many races and nationalities. From all quarters of the earth have come the people and influences responsible for our country as it is today. This program is an attempt to pay tribute in a humble way to "the many" and "the one."

PROCESSIONAL—"Priests' March from Athalia" . . . . . BAND AND ORCHESTRA

INVOCATION . . . . . REV. NEWMAN MATTHEWS

### PART I—PROCESSION OF THE NATIONS

England, Scotland, Ireland, Norway, Sweden, France, Germany, Russia (representing eastern Europe), Italy (representing southern Europe)

### PART II—AMERICA SINGING

"I hear America singing," the varied carols I hear, . . .

"Each singing what belongs to him or her and to none else."

*Walt Whitman*

(The audience is invited to join in the singing of "The Star Spangled Banner")

PRESENTATION OF DIPLOMAS . . . . . MR. H. GILBERT FRANCKE  
*Chairman of the School Committee*

The essay, "E Pluribus Unum," was the winning paper in a contest open to all members of the graduating class.

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## LIST OF GRADUATES

Richard Warren Abbott  
Helen Duncan Addison  
Edward Everett Anderson  
John Wood Anderson  
Wayne Franklin Anderson  
Ruth Armitage  
Frances Miriam Baker  
Helen Baker  
Albert Longfellow Batchelder  
Ben Pitman Batcheller  
Lucy Falle Beck  
Arthur Slater Bourdelais  
Roberta Ann Brickett  
Louis Charles Broughton

Needham Ballou Brown, Jr.  
Stanley Ernest Butcher  
Olive Irene Butler  
Robert Dana Carmichael  
Elizabeth May Carter  
Joseph Louis Catanzaro  
Edward Cherobrier, Jr.  
Walter Chmielecki  
Eleanor Gascoigne Daniels  
Joseph Clenan Devoe  
Jeannette Cameron Deyermond  
Margaret Collins Dooley  
Mary Ann Aldine Doucette  
Mildred Irene Downs

Jaclyn Marsh Dunn  
Isabell Carolyn Frances Fenner  
Helen Lowd Foster  
Joseph Fritschy  
Winifred Gertrude Froburg  
Dorothy Alma Gates  
Bruce Chadwick Gesing  
Mary Josephine Giaimo  
Eben Hatzel Gibson  
Arthur Bryant Glines  
Helen Marjorie Goff  
Everett Ryder Gorrie  
Barbara Florence Gray  
Dorothy Elizabeth Greenwood  
Ralph Leslie Greenwood, Jr.  
Ruth Lillian Hackney  
Ruth Hardy  
Clifford Harris  
Jane Herrick  
Edmund Bernard Hill, Jr.  
Virginia Fletcher Holt  
Edward Smith Huntress  
Pearl Victoria Hurwitch  
Andrew Munroe Innes  
Lillian Pearl Johnson  
John Kasabian  
Harriet Marv Kitchin  
Benjamin Franklin Lawrence  
George Edward Lawrence  
William Kidd Lawrie  
Miriam Marr  
Isabell Nicoll MacKenzie  
Gordon Rae MacLachlan  
Joseph Frank McBride  
Barbara Agnes Milnes  
Sutton Monro  
Virginia Whiteway Morris  
Isabell Munroe  
Margaret Isabella Neil  
Thomas Neil  
Arthur Melville Ness  
Kenneth Nicoll

Edward Joseph Bernard Noel  
Frank O'Brien, Jr.  
Frank Ostrowski, Jr.  
Stanley Lawrence Palenski  
Ernest Leon Parsons  
Hazel Lillian Parsons  
Robert Howes Proctor  
Robert Pike  
Augustino Joseph Rapisardi  
Alfred Alphonse Ratté  
Wilfred Joseph Richard  
William Hearne Rockwell  
Richard Robinson  
Elizabeth Ross  
Clifton Warren Russell  
Evelyn Edith Rutter  
Charles Sanborn  
Warren Albert Sanders  
George Saunders  
Dorretta Sayles  
Barbara Fuller Sellars  
Mary Carmen Simeone  
Robert Albert Simpson  
Elizabeth Mary Skene  
Annie Madaline Skulski  
Neal Milton Blake Sleeper, Jr.  
Bettina Stevens  
Clinton Harold Stevens, Jr.  
Irene Marion Stott  
Oswald Tower, Jr.  
James Edwards Trott  
Preston Austin Wade  
Reginald James Wallace  
Thomas Richard Wallace  
Marion Fraser Welding  
Gordon Bartlett Wheeler  
Frank Edward Whiting  
Mary Winslow  
Cornelius Ayer Wood, Jr.  
Elizabeth Thurston Wood  
Mildred Crossley Wood  
Thomas Houghton Wrigley



TOWN OF  
ANDOVER, MASSACHUSETTS

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ANNUAL REPORT  
OF  
THE SCHOOL COMMITTEE  
FOR THE YEAR  
1934

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ANDOVER, MASS.  
SMITH & COUTTS CO.  
1935





Andover, Mass., Feb. 5, 1935

The School Committee voted to adopt the report of the Superintendent as its report for 1934.

ELMER J. GROVER

*Secretary*

## SCHOOL COMMITTEE

FREDERICK C. SMITH, <i>Chairman</i> Canterbury Street	Term expires 1935
MRS. ANNIE S. ANGUS 119 Main Street	Term expires 1935
MISS MARY E. C. GEAGAN Ballardvale	Term expires 1935
ELMER J. GROVER 11 Florence Street	Term expires 1936
MRS. R. N. C. BARNES Sunset Rock Road	Term expires 1936
ARTHUR R. LEWIS Lowell Street	Term expires 1936
DR. NATHANIEL STOWERS Main Street	Term expires 1937
J. EVERETT COLLINS Summer Street	Term expires 1937
WILLIAM A. DOHERTY Harding Street	Term expires 1937

Superintendent of Schools

HENRY C. SANBORN 4 Morton Street  
Telephone: Office 348-W; Residence 1023

## Clerk

MARION E. HARDY  
R. F. D. No. 1, Lowell, Mass.

## GENERAL COMMITTEES

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### *Financial and Advisory*

FREDERICK C. SMITH, *Chairman*      DR. NATHANIEL STOWERS  
MISS MARY E. C. GEAGAN

### *Teachers*

MRS. R. N. C. BARNES, *Chairman*      MRS. ANNIE S. ANGUS  
J. EVERETT COLLINS

### *Buildings, Grounds, and Equipment*

WILLIAM DOHERTY, *Chairman*      ARTHUR R. LEWIS  
ELMER J. GROVER

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### SCHOOL PHYSICIAN

Philip W. Blake, M.D., Main St.

### SCHOOL NURSE

Edith M. Moreton, Melrose, Mass.

### DENTAL HYGIENIST

Margaret V. Cronin

Center St., Ballardvale

### ATTENDANCE OFFICER

John Campbell

Shawsheen Rd.

### CONTINUATION SCHOOL

*Director*, Carl M. Gahan

*Assistant*, Margaret Hinchcliffe

## JANITORS

### Central Plant

Head Janitor

Assistant

Fireman

### Indian Ridge School

Bradlee School

Shawsheen School

West Centre School

North School

Fred Collins, 36 Summer Street

Percy Crosby, Allen Court

Edward O'Hagan, Baker's Lane

Alexander Dick, Cuba Street

James McGhie, Ballardvale

Henry Todd, Poor Street

Edward Harvey, Chickering Court

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## COMMITTEE MEETINGS

The first Tuesday of each month, excepting the months of March, July and August, at 7:30 p. m., in the School Committee Rooms, Punchard High School.

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## SUPERINTENDENT'S OFFICE HOURS

8 to 8:30 a. m.; 4 to 5 p. m., on school days.

7 to 7:30 p. m., Tuesdays, Fridays.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7:15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 a. m. there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12:30 p. m., these grades will have no session in the afternoon. Should the same signal be heard at 8:30 a. m. or at 1 p. m., there will be no session of the first three grades.

## FINANCIAL STATEMENT

For the year ending December 31, 1934

Proposed Budget  
for 1935

### GENERAL EXPENSE

#### Salaries:

Superintendent	\$3956.00		
Attendance Officer	92.00		
Clerk	1153.99		
Office Expenses	264.36		
	<hr/>	\$5466.35	\$5548.00

### EXPENSE OF INSTRUCTION

#### Supervisors:

Salaries and other expenses	3552.41		
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#### Teachers:

Elementary	42780.09		
Junior High	18883.65		
High	30825.29		
	<hr/>	92489.03	98533.00

#### Textbooks:

Elementary	1808.33		
Junior High	977.64		
High	1107.08		
	<hr/>	3893.05	3000.00

#### Supplies:

Elementary	1033.65		
Junior High	677.38		
High	1564.40		
	<hr/>	3275.43	2975.00

### EXPENSE OF OPERATION

#### Janitors:

Elementary	4345.12		
Junior High	1368.33		
High	1887.64		
	<hr/>	7601.09	7614.00

## Fuel:

Elementary	3182.68		
Junior High	1219.00		
High	1440.50		
	<hr/>	5842.18	5985.00

## Janitors' Supplies:

Elementary	1154.23		
Junior High	308.86		
High	1051.12		
	<hr/>	2514.21	2550.00

## MAINTENANCE

## Repairs:

Elementary	3303.60		
Junior High	689.06		
High	1174.74		
	<hr/>	5167.40	6171.00

## AUXILIARY AGENCIES

## Libraries:

Junior High	18.29		
High	83.99		
	<hr/>	102.28	

## Health:

Elementary	2199.81		
Junior High	687.10		
High	357.55		
	<hr/>	3244.46	3471.00

## Transportation:

Elementary	5383.43		
Junior High	3664.13		
High	3035.13		
	<hr/>	12082.69	12643.00



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 MISCELLANEOUS

Tuition:			
Elementary	619.78		
High	402.80		
	<hr/>	1022.58	
Sundries:			
Elementary	599.97		
Junior High	237.15		
High	287.59		
	<hr/>	1124.71	3550.00
	OUTLAYS		
New Equipment	590.48		
	<hr/>	590.48	391.00

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## SUMMARY OF RECEIPTS AND EXPENDITURES

Appropriation	\$148000.00
Total Expenditures	147968.35
	<hr/>
Balance	\$31.65

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 HOW THE SCHOOL DOLLAR WAS SPENT IN 1934
 

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Administration	3.7 cents
Teachers' Salaries	64.9
Textbooks and Supplies	4.8
Janitors' Salaries	5.1
Fuel	4.0
Janitors' Supplies	1.7
Repairs	3.5
Health	2.2
Transportation	8.2
Sundries	1.9
	<hr/>
	100. cents

## TRUSTEES OF PUNCHARD FREE SCHOOL

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MYRON E. GUTTERSON

FREDERIC S. BOUTWELL

REV. NEWMAN MATTHEWS

HENRY G. TYER

REV. FREDERICK B. NOSS

REV. CHARLES W. HENRY

C. CARLTON KIMBALL

EDMOND E. HAMMOND

*President*, REV. CHARLES W. HENRY.

*Clerk and Treasurer*, EDMOND E. HAMMOND

### *Visiting Committee*

MYRON E. GUTTERSON

REV. FREDERICK B. NOSS

REV. NEWMAN MATTHEWS

REV. CHARLES W. HENRY

### *Finance Committee*

HENRY G. TYER

FREDERIC S. BOUTWELL

EDMOND E. HAMMOND

C. CARLTON KIMBALL

### *Auditing Committee*

FREDERIC S. BOUTWELL

HENRY G. TYER

C. CARLTON KIMBALL

## REPORT OF THE SUPERINTENDENT OF SCHOOLS

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*To the School Committee of Andover.*

Ladies and Gentlemen :

I have the honor to submit my nineteenth report which is the forty-fifth in the series of similar reports. These reports, naturally, are more or less alike in the subject matter treated. However, as each year ends there is something of especial interest. It is not likely that all of the report will interest all people. It is likely, however, that some part of the report will interest all and that every one will find something of interest in it.

### SCHOOL ACCOMMODATIONS

The last of May 1934, looking forward with the hope of an improved and much enlarged school plant, the School Department at the request of the Building Committee vacated the old Punchard School building. This building was extensively used. The upper floor had for years been the assembly hall for the high school. On the first floor there was one high school class room, a special room, a sewing room, a manual training room, and the stock room. In the basement there was a coat room and a store room for the manual training department. Soon after these rooms were vacated and the activities housed in them re-located as best they could be under the circumstances, the tearing down of the structure began. Before the summer was over, the parking area and play grounds between the old Punchard and John Dove were covered with bricks and large areas of the lawn about the high school were either covered with debris or made unsightly by the removal of turf from one area and the piling up of the same in other areas.

Confusion about the grounds was accompanied by an even greater confusion in the administration of the schools. Every available space including basements and stairways has been utilized for classes. The sewing room was transferred to the base-

ment of the Stowe School, the special room to the basement of the High School, the manual training to the basement of the Jackson School. Convenient accommodation for the assembly of the high school pupils has not been possible as there was no place that could be utilized as the hall in the old Punchard had been. The town authorities were generous in offering the use of the Town Hall but the distance from the school and many engagements for the hall made it practically impossible to make any free and general use of this offer. In addition to this, beginning in September 1934, it was necessary to have two sessions in the High School. The three upper classes came in the morning and the first year pupils in the afternoon. All these changes caused considerable confusion and naturally diminished somewhat the efficiency of the school work. However, when the new development is completed all this unpleasantness and inconvenience will soon be forgotten in the enjoyment of new accommodations.

### COURSES OF STUDY

The method of reading introduced in the first grade two years ago has been continued into the third. During the spring, Miss Tuttle, the author of the system, gave a course of lectures before the teachers. This was very instructive and was of much assistance to those who are using the new readers. During the spring the sixth grade teachers discussed reading. The general complaint of the high school teachers seems to be that while the children know the mechanics of reading very well they do not comprehend and interpret what they read. Sixth grade reading has been somewhat hampered by the lack of money for new textbooks. It is hoped, now that the new financial year has come a better supply may be obtained.

Our arithmetic course is being changed in the lower grades. It seems best to spend less time on this subject and more on reading and language. Throughout the first six grades there is a tendency without loss in subject matter to tie the courses up with the home and community activities. This is a trend which prevails in all educational work.

The courses of the junior high school are discussed in another part of this report and Mr. Hamblin in his report will deal sufficiently with those of the senior high school.

The State gave its regular examination of retarded children and assisted in the selection of pupils for the special rooms. The very nature of these rooms and the reason for their existence is that individual work may be done. This makes any definite program of study impossible. In general, however, the time is divided between academic studies and manual arts. Reading, writing, and arithmetic are the academic subjects that are emphasized. The manual arts depend largely upon the ability of the individual child to use his hands.

The subjects of music, home economics, art, and manual training have been very seriously interrupted this year through the necessity of having two sessions in the senior high school and also the forced use of basements and corridors for class rooms. Each department, however, has carried on with more success than could possibly have been expected.

Miss Sweeney, supervisor of music, is to be especially commended. She has succeeded in carrying on all her regular work along with an orchestra, glee club and band. These musical organizations have taken part in many programs. A great deal of attention has been paid to music appreciation. This has been done to a large extent through various musical clubs and the Damosch programs which come weekly over the radio for the grades.

In order to show how the art work correlates with other subjects as well as home activities, sections of Miss Olliff's report are herewith inserted.

"This year, a supplementary outline has been added to the first grade outlines, thereby correlating the art work more directly with the new reading system. The individual teacher presents this work at such times as it meets the needs of her particular room. For example, at the time the children are reading about 'Bowser,' the dog, several drawing lessons are given on the topic. 'Bowser.' The children are given an opportunity to represent Bowser by



means of a free expression lesson. The results prepare them for a desire to be shown simple methods of drawing a dog in different positions, thus adding to their graphic vocabulary instead of leaving them in the experimental stage which causes some children to become discouraged with their fruitless efforts.

"In the third grades, additional Indian material was included to assist in the interpretation of their Indian stories. Trips to the Addison Gallery and to the Indian Collection in the Archaeology Building were arranged for all children in the third, fourth, fifth, and sixth grades, during the fall, when they were working on Indian projects. New material gained through these observation trips stimulated the imagination of the children to create many interesting objects.

"The children in the upper grades at Bradlee School wished to express their appreciation to the parents who gave of their time and furnished transportation for them from the school to the Addison Gallery. Consequently, they set about to convey the information they had acquired concerning the Indians into a suitable program to present at a Parent Teachers' Association meeting. The boys went into the woods and cut poles and brought in burlap bags, and constructed a wigwam, which they later decorated with Indian symbols. Others brought in a log from which they could make a dug-out canoe. Many of the children wove Indian rugs. A small group made patterns and learned how to color sand with pure pigments to use in making paintings similar to those made by the Indian medicine men. Others made clay bowls and decorated them. The Indian sand table made in grades one and two, the Indian community poster project made in grades three and four, and many drawings were arranged by the children as an exhibition about the room. The night arrived! Attired in costumes and blankets, the Indian village proved an interesting place for the parents to visit and see the 'natives' at work, engaged in the many problems described above. During the evening, one group created a large community frieze with colored chalk. Sixty lantern slides had been made by the oldest group and with four spokesmen to explain the customs and activities, this furnished



further entertainment as well as amusement for the audience."

Health work in the schools has become so definite and regular that it must be treated as a course of study. In the grades a few minutes each afternoon is set aside for games and recreational exercises. In the junior high there are regular periods of physical training. The physical training work is not so well organized in the high schools as will probably be the case when the new gymnasium is constructed. The work of the school physician, nurse and dental hygienist has gone on much as in past years. The schools have been free from any serious epidemic of contagious diseases. The annual examinations of first grade children, the giving of the Shick Test and distribution of physically fit tags have received their usual attention. In recent years, a great deal has been done very successfully among pre-school children. A great many physical defects have been found by early examinations and corrected before children entered school. Most of the health work in the public schools is of a preventative nature. Neither the nurse, the dental hygienist, nor the school physician treats children except in cases of emergency. With the completion of the new gymnasium it will be possible to extend and make more definite the physical training work in the junior and senior high schools. Development of correct health habits and physical training is emphasized more and more each year.

### NEW TEXTBOOKS

Change of textbooks by the adoption of new ones does not mean any unnecessary expense as the new books take the place of old ones. In every case of adoption an effort is made to get the best on the market. It is a law in this state that in order to have a book adopted so that copies may be purchased for use in the schools such book must be suggested to the School Committee at one meeting and voted upon or finally adopted at a future meeting. This is a guarantee that books shall be acceptable to the various members of the committee and contain nothing objectionable. Books that have been adopted this year are as follows:

Drill Exercises and Problems in Arithmetic—Gannon and Jackson—D. C. Heath & Company.

High School Course in Latin Composition—Baker and Inglis—Macmillan & Company.

Pathway to Reading—Coleman-Uhl-Hosic—Silver, Burdett & Company.

Biology for Beginners—Moon and Mann—Henry Holt Company.

Introduction to Business—Reed and Morgan—Allyn & Bacon.  
English in Action—Tressler—D. C. Heath & Company.

Economic Geography—Staples-York—Southwestern Publishing Company.

Emil Und Die Detektive—Henry Holt & Company.

### JUNIOR HIGH SCHOOL NEEDS

The coming new junior high school building makes a discussion of the junior high school organization very fitting at this time. This might be discussed under headings: enrollment; courses of study; and number of employees.

The enrollment of the two schools next year will be nearly as follows, providing no new legislation forces more children to remain in school. In the senior high school there will be four classes; seniors 90, juniors 110, sophomores 150, and freshmen 170. This is a total of 520; 350 in the three upper classes and 170 in the entering class. This will necessitate a continuance of two sessions until the new building is ready. At that time the entering class in the senior high school, or the ninth grade, will become regularly a part of the junior high school. The junior high school will number in the eighth and seventh grades approximately 150 each. This will make a total of 470 for the junior high school. The above figures may be quite materially increased if legislation which is now pending to increase the school age from sixteen to eighteen years becomes enacted.

Our present courses of study will not be materially changed except perhaps to a slight degree in the ninth grade. The new build-

ing will make possible in this grade a further extension of the social studies which are now carried on in the seventh and eighth. It must be said to the credit of our present junior high school principal, Miss Clara A. Putnam, that the organization of the courses of study for the seventh and eighth grades is very adequate and up to date. In framing courses of study at the present time, several definite factors have to be taken into consideration. First, the needs of the community. An up to date school has to take into consideration those courses, if there are any, which are especially called for by local social and industrial conditions. Second, the consideration of college preparation. This has always been a course of maximum importance. It continues to be of very great importance. It has been the backbone of our secondary school curriculum. All that it contains is excellent and it should be continued in full force with the highest standards. Third, the needs of those who should not take the college preparatory course. With our present high school enrollment it must be remembered that a very small proportion of our pupils ever enter college. Consequently all pupils in secondary schools should not be registered in a course whose main object is preparation for college. Many young people will pursue other walks in life than those of a professional career. A proper school curriculum must make some provision for this last group. Fourth, physical needs of all children. It has long been considered that the school curriculum is not complete without some course providing for the physical education and training of all pupils. Health is of paramount importance and in any reorganization should have a much more prominent place than in our present curriculum.

The following is a tentative outline of the proposed reorganized junior high school curriculum.

#### TENTATIVE COURSES FOR JUNIOR HIGH SCHOOL

	Seventh	Eighth
English	7	6
Social Science	5	5

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Mathematics	5	4
Physical Training	2	2
Music	2	1
Drawing	2	1
Manual Training (Boys)	2	2
Sewing (Girls)	2	2
Guidance	1	1
Club	1	1
Home Room	1	1
ELECTIVES		
Latin		4
Business		4
General Science		4
Note: Elect one		

## NINTH

COLLEGE PREPARATORY		COMMERCIAL	
English	5	English	5
Social Science	5	Social Science	5
Physical Education	2	Business	5
Club	1	Physical Education	2
Home Room	1	General Science	4
		Club	1
		Home Room	1
ELECTIVES		ELECTIVES	
Latin or French	5	Mathematics, French or	
Algebra	5	Practical Arts	4
Ancient History	4	Music	1
Music	1	Art	1
Art	1		

## INDUSTRIAL

English	.	Mathematics	4
Physical Education	2	Practical Arts	6
Social Science	5	Mechanical Drawing	2



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Club	1	Music	1
General Science	4	Art	1
Home Room	1		

Note: Each pupil must take at least 22 periods.

These tentative courses vary little from our present courses except that the physical training is emphasized and as already stated the social science work is carried over into the ninth year. For a long time physical education in our schools has lagged behind in development. A new gymnasium offers the facilities for carrying on adequate work along this line.

One of the difficulties that has to be faced in organizing a course of study is the changed view in regard to the importance placed upon information and training. Until recently most of our teaching was for definite information and power along certain lines. Now, subjects are taught with a broader objective in view, that of informing children of the relationship between the past and the present and future. This explains the methods of teaching history and geography as social subjects. There is always a reluctance on the part of a community to adopt the new in education. There has been a vast social and economic revolution going on. As usual changes in education have been much slower and the schools have fallen behind the social and industrial revolution which has already taken place.

Additional employees required in the new buildings will probably be one janitor to care for the new school building and help in the hall, lunch room, and gymnasium. At present it would seem that as far as the present courses are concerned no additional teachers will be needed beyond those needed through an actual increased enrollment. For the use of the gymnasium and the development of physical training it is probable that two teachers will be required. Some of the teachers now in the senior high school will take the same courses they are now carrying only they will be under the junior high school administration.

## TEACHERS

Through the resignation and retirement of three teachers, the school year 1933-34 has been specially marked. On May third Miss Anna Chase, who began her services in Andover in 1886, was for several years principal of the Stowe School, and later teacher of History in the same school, tendered her resignation to take place at the end of the school year. In August Miss Grace Hill, who began her services in 1900, was for many years teacher in the Stowe School, and later principal of the Bradlee School, tendered her resignation to take place at the beginning of the fall term. November sixth Miss Florence Prevost, who came to Andover in 1898 as a kindergarten teacher and was for many years in charge of one of the first grades in the S. C. Jackson School, tendered her resignation to take place at the end of the fall term. These three teachers are specially distinguished as teachers of refinement and culture. They are women of high ideals and have carried out their ideals in their work in the Andover schools. They have made their imprint upon the social life of Andover and upon the children of more than one generation. As well as maintaining high educational standards they have developed character. It is not now and never will be possible to estimate the far reaching influence of the work of three such women in the public schools of Andover covering a period of more than thirty years. We hope that the three teachers who have been chosen to take their places may render an equal service to the town.

In the Stowe School Miss Mabel Marshall and Miss Florence Gates were elected, one to fill the position vacated by the resignation of Miss Chase and the other as an additional teacher made necessary through the growth of the school and additions to the courses of study.

At the Bradlee School Miss Jane Fitzhenry was chosen principal in the place of Miss Grace Hill but no new teacher was added as the enrollment in this school had decreased sufficiently to warrant closing one room.



In the S. C. Jackson School, Miss Etta Larkin was elected to take the place of Miss Prevost. In the Indian Ridge, Miss Dorothy Kyle was elected to take the place of Miss Bessie Carter who resigned to be married.

In the High School, two additional teachers were employed, Miss Dorothy Trott to take charge of the English of the freshman class, and Miss Marion Macdonald as assistant in the Commercial Department.

Again your attention is called to the permanency of the teaching force. It is very unusual that a school system the size of that in Andover can claim the resignation of three teachers in one year whose term has covered a period of more than thirty years each and that the only other resignation from its force is that of a teacher to be married. Such permanency adds much to the standards, the continuity and the achievement of the schools.

### REPAIRS

In January Mr. W. R. Mills was employed by the School Committee to make a thorough scientific survey of the electric lighting of all the school buildings in Andover. As most of the wiring was of an early date the survey showed in most buildings insufficient light and in some buildings very bad lighting conditions. It at once became the policy of the School Committee each year as funds are available to rectify some part of this trouble. This year it is expected that the entire Indian Ridge School may be rewired with proper wire and fixtures to obtain standard lighting.

At the North School a new oil heating system has been installed. This seems to be working with remarkable efficiency. It does away with the handling of all coal and ashes and requires no care beyond that easily rendered by the teacher herself. At the time of writing we are not able to speak definitely of the economy involved. It can simply be said that it is no longer necessary to purchase eighteen tons of hard coal for the building or employ the service of a regular janitor. These savings will, of course, be offset in part by the cost of oil as fuel.

In the spring, the School Committee began the improvement of the lawn at Bradlee School. This lawn has been for years an eyesore in the community where it should have been a spot of beauty. The ground has been carefully worked over and this coming spring will be in a condition for seeding and laying down to a smooth and beautiful lawn. With the planting of shrubs this spot will be made very attractive.

Other repair jobs worthy of note are the waterproofing of the east side of the high school building and the east end of the Shawsheen School. For years these walls have leaked badly doing injury to much of the inside finish. This work done by the Waples Company seems to be effective in shutting out all water. In the future the west end of the Shawsheen School should also be waterproofed.

For years the basements of the Stowe and the John Dove Schools have been in the need of new and up to date plumbing and ventilation. With all the advance in the science of plumbing and ventilation something should be done. The Stowe building, which undoubtedly will be used to full capacity as long as it stands, should be the first to be improved.

## TRANSPORTATION

Transportation seems to be an ever increasing item of the budget. This year one session in the junior high school and two in the senior high school seem to have caused considerable confusion in routs and increased somewhat the costs. When we consider the greater part of this transportation is for pupils in the senior and junior high schools and that it is not feasible to establish schools of these types in various parts of the town it can readily be seen that this item is a necessity. The transportation expenditure is really slight in comparison with what it would cost to maintain schools in various parts of the scattered area from which these children come. While the item may seem large it is the least expensive arrangement that can be made for the education of the children. State laws also have helped the increase. Only a few

years ago the only provision that law made in regard to the transportation of pupils was that the school department might expend, if it deemed best, for this purpose, an amount equal to one-fourth of the annual appropriation. Now the law is definite in fixing the distance beyond which children must be transported and this applies to all children irrespective of age or grade. Our transportation is done by two bus drivers employed by the school department, the busses of the Eastern Massachusetts Railway Company and the Boston and Maine Railroad. The school department drivers are men of experience and have driven for many years without accident. Their busses are inspected quarterly by state officers and have always passed inspection immediately and with much creditable comment on the part of the inspectors.

### RELIEF WORK

This year has also been marked by relief work which has been carried on in close connection with the schools. This is not a direct function of the public schools yet school officials have willingly co-operated. In January and February 1934 pre-schools supported by the F. E. R. A. were established at Indian Ridge, Bradlee, and Shawsheen. The town only furnished the equipment, rooms, and a very small amount of supplies. Five teachers were employed and the schools maintained until the end of June. In September only one teacher was employed and she at the Indian Ridge School.

In February the projects of painting the second floor of the High School and entire Bradlee building were approved. This work was done under the auspices of the C. W. A. The material was furnished by the School Department.

On December 6, 1933, the town authorized the tearing down of the old Punchard High School Building and the erection of a new building with accompanying gymnasium and auditorium. On application, this became a P. W. A. project which is now going on.

In May 1934, the educational instructor of the C. C. C. camps No. 110 and No. 117 made application for the use of the High School building for evening classes. This was granted and such classes were carried on through June and also after the summer vacation until December 25th.

### ACKNOWLEDGMENTS

It is fitting that acknowledgment should be made to the Auxiliary of the Veterans of Foreign Wars. This organization through the efforts of Mrs. Feeney has given to the School Department fifty dollars to be used for patriotic decorations in the new Junior High School building. This money has been placed in the Andover Savings Bank and will be spent for the purpose designated by the organization as soon as the building is ready. Many thanks are certainly due to Mrs. Feeney and the organization.

A second amount of one hundred dollars has been provided through the efforts of Miss Miriam Sweeney, our music supervisor. On December 20th in the Town Hall the Stowe School children under her direction gave a very beautiful operetta. This was well attended and the school made a profit of one hundred dollars which has also been placed on the decoration account. Miss Sweeney, the teachers who assisted her, and the pupils who helped make the operetta a success are to be commended. Their labor and enthusiasm are certainly greatly appreciated.

### CONCLUSION

The public schools of the country are a great stabilizing influence. No one can even venture to state the results that they have produced upon the morale of the country for the past few years. All of the children practically under sixteen years of age in Massachusetts are today in the public schools. Thus far, while schools have had their problems, they have succeeded in handling the situation. It is with some apprehension, however, that we look forward to increasing of the school age so that the ma-



majority of the children under eighteen must remain in school. There is a law to this effect before the General Court. This is supported by labor organizations and the State Board of Education. If this law is enacted there must be a complete reorganization of our high schools. Forcing into school children who are uninterested and who through environment or mental ability are not fitted to remain in school, certainly creates a problem which it will be difficult for even Andover to handle. Andover on account of the erection of a new school can perhaps take care of this situation with less difficulty than otherwise might have been the case. Citizens of Andover have certainly been wise in their support of schools and in their provision for adequate accommodations.

Respectfully submitted,

HENRY C. SANBORN

## REPORT OF PRINCIPAL OF PUNCHARD SCHOOL

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*To the Superintendent of Schools and the Trustees  
of the Punchard Free School.*

Gentlemen:

I have the honor to submit my twenty-fifth annual report as principal of the Punchard High School.

A new record of enrollment has become a regular feature of these reports. The number for the fall term of 1934 is 494. In September after the old building had been razed, two sessions of the school were scheduled, one for the three upper grades from 8 until 12 noon, and the other for the ninth grade from 12:30 to 4:30 P. M. On the whole the arrangement has worked better than we had hoped. It is hardest on those teachers who have classes in both the morning and afternoon sessions with only a half-hour interval between. It must bring its difficulties to parents who have children in both sessions of the high school and others in the grades. Probably the greatest losers by the two session plan are the 9th grade pupils. They are so separated from the rest of the school that they have no opportunities for the contacts with the older pupils which should be a part of their education. The lack of any room for a school assembly or even a class meeting is keenly felt. A continuation of this condition would result in a very considerable loss of morale and school spirit. The good nature with which all concerned have accepted the situation deserves high praise.

The situation is such temporarily that we are avoiding changes in our program of studies but are devoting a good deal of thought to the future when the reorganization possible with the new building shall take place. For the same reason we are keeping our requests for new teaching material as modest as possible.

There is every indication that many vital questions concerning public secondary education must be settled in the near future.



The bill for the extension of the compulsory school age two additional years, which has been introduced in several successive legislatures, now has the backing of the State Department of Education and of the American Federation of Labor and has been advocated by Governor Curley in his inaugural address. It seems sure to pass. This will not only increase the number of high school pupils but will inevitably bring in a group ill-equipped for the academic work of the secondary school. That we must eventually adapt our program of study to the needs of such pupils is a simple corollary of the proposition that every youth is entitled to a secondary school education at public expense. There is, however, a serious question as to whether an individual may not forfeit the right by negligence, laziness or sheer indifference. Furthermore there seems to be a law of diminishing returns for many young people in formal education—a point is reached where the best efforts of teacher and pupil alike seem to produce little farther development. Should such pupils be encouraged to stay in school?

In trying to find answers to these and similar problems we shall undoubtedly revise our curriculums with the needs of pupils and of the society in which they are soon to take their places as the measure of values. We must not shut our eyes to the tremendous changes that are taking place in the environment of every citizen. These necessarily involve careful revision of the subject matter of our educational offering from time to time. But in making changes in our menu it is imperative not to substitute a soft mental pap for solid nourishment of proved value. No school training is of permanent worth which does not involve training of the will by the setting of tasks which require some work. It is discouraging to have parents ask that their children be transferred from one course to another because "they don't like the subject very well" or "they find it rather hard." No one today is asking that school work be made disagreeable on the old theory that bitter medicine is better than that with a pleasant taste, but there is danger that in the attempt to secure an adaptation to individual needs and abilities we shall lose sight of the necessity for creating

habits of application and persistent work which are the foundation of successful living. Finally it should be remembered that to teach the subjects included in a modernized program requires instructors of broad sympathy, well-balanced learning and with a high degree of tact—teachers who must be capable of developing their own class room technique as new problems present themselves to meet the needs of constantly changing groups of pupils.

Last June the 75th anniversary of the Punchard Free School Commencement was fittingly observed. The meeting held on Sunday afternoon, the 17th, opened a week in which many of the older alumni visited the school to take a farewell of Punchard Hall. Even those whose association with the old building was most cherished expressed real satisfaction that we were to have improved quarters. The booklet published by the Alumni Association has already proved a valuable source of reference, containing as it does the complete list of former pupils and teachers and the historical sketch by Miss Bessie Punchard Goldsmith, '99.

A year ago I had to report an unfavorable balance in the Athletic Association treasury. It seemed as though we should have to give up having a school baseball team, but through the generosity of friends on whom we never call in vain, enough money was raised to carry us through. As it was our year to entertain Methuen High School on the football field, the financial returns this fall were better than a year ago. Consequently the present year opens with all bills paid and a small balance. I have maintained for years that the athletics in our school were better managed, on a saner basis, and contained more of real value to the participants than those of most similar schools. With suitable quarters in view, we should be able to get nearer our goal of physical education for every pupil. There will always be an anomaly, however, in a situation which includes athletic sports as a part of our educational program and makes them depend for their support on the uncertain income from gate receipts or the charitable donations of friends.

This series of reports began years ago. At first they were largely statistical. Such statistics have long been included in the

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superintendent's reports. The trustees originally made the report for the school but now for nearly fifty years they have been made by the principal. In the meantime the relation of the Superintendent of Schools to the Punchard School has grown closer. With the daily meetings which come from having offices within a few feet of each other, it is hardly more than a formality for the principal to make an annual report to the superintendent. The present principal has long since exposed his educational ideals to a public which probably never reads his report. The proper communications to the trustees can be made orally. It seems, then, a fitting time to suggest the termination of this series, in the interest of utility and economy, with this twenty-fifth annual effort.

Respectfully submitted,

NATHAN C. HAMBLIN.

## REPORT OF THE CONTINUATION SCHOOL

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*To the Superintendent of Schools.*

Dear Sir:

I herewith submit my annual report as Director of Andover Continuation School.

Registration: Ten boys and ten girls were registered from August 31, 1933, to August 31, 1934, and eight boys and seven girls were registered from August 31, to December 31, 1934.

Attendance: The percent of attendance for both boys and girls for the year 1933-34 was 92.19 percent.

Time Allotment: Six hours a week are allowed by the State for Continuation School.

Records: All Continuation School records were approved by the Massachusetts Department of Education and State Accountants.

Tuition Pupils: For the first time since the school was established there were no pupils from other towns and cities attending Andover Continuation School.

Production: The value of production for both boys and girls was as follows:

Boys	\$156.35
Girls	112.63
	<hr/>
	\$268.98

Maintenance:

Cost of school for year 1933-34	\$667.93	
Amount allowed by State for overhead expenses	109.52	
	<hr/>	\$558.41

## Received from:

Smith Hughes Fund	\$ 77.09	
Reimbursement from State	333.97	
Materials	6.45	
Value of work done by pupils for		
School Department		
Boys	50.60	
Girls	4.40	
	<hr/>	\$472.51

Cost to Andover for Maintenance of School               \$85.90

A detailed account in last year's report explains the fact that instead of costing the town \$85.90 to operate the Continuation School as must be shown on the records, the Town Treasurer actually received \$333.97 from the State.

Respectfully submitted,

CARL M. GAHAN, *Director*



## REPORT OF SCHOOL PHYSICIAN

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Mr. Henry C. Sanborn  
Superintendent of Schools  
Andover, Mass.

Dear Sir:

The health work in our schools has been carried on during the past year in the same spirit of co-operation and helpfulness between teachers, parents, the school nurse and the local Board of Health, that has been a distinguishing feature in past years. Perhaps there has been a greater number of children who, due to the continuing economic conditions, have needed special care and checking up in the matter of infections, injuries, and minor ailments, and I have the greatest praise for the manner in which Miss Moreton and the individual teachers have watched for such cases and seen that they were cared for.

I am greatly pleased with the working of the new Patrol System under which our children are being conducted through the streets, for it not only lessens the hazards of street crossings, etc., but it does away with the tendency to loiter along the way in cold and inclement weather, which has always been a bad habit especially for the child who was not warmly dressed and well nourished.

It is my sincere belief that, although there is a great field in the matter of habit clinics, posture clinics and general physical direction into which we might venture with the advent of better times, Andover is doing a splendid work with the means at its disposal, in safeguarding the health of its children.

Respectfully submitted,

PHILIP W. BLAKE

*School Physician*



## REPORT OF THE ATTENDANCE OFFICER

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*To the Superintendent of Schools*

I hereby submit the following report for the year 1934.

Number of cases reported . . . . .	40
Number of cases investigated . . . . .	40
Number of truants . . . . .	21
Number absent with legal excuse . . . . .	1
Number absent because of sickness . . . . .	7
Number absent for lack of clothing . . . . .	2
Number absent to help at home . . . . .	5
Number absent for other insufficient reasons . . . . .	4
Number of cases prosecuted (Essex County Training School)	0
Investigated for out-of-town officers . . . . .	1

Respectfully submitted,

JOHN CAMPBELL

*Attendance Officer*



# APPENDIX

## SCHOOL CALENDAR

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### SPRING TERM—Eight Weeks

March 4, Monday	Third term begins
April 18, Thursday	Barnard Prize Speaking
April 19, Friday	Patriots' Day, Holiday
April 26, Friday	Third term ends

### RECESS—One Week

### SUMMER TERM—Seven Weeks

May 6, Monday	Fourth term begins
May 10, Friday, 7:30 p. m.	Lincoln Spelling Contest
May 30, Thursday	Memorial Day, Holiday
June 19, Wednesday	Class Day Exercises
June 20, Thursday, 3:30 p. m.	Junior High School Graduation
June 20, Thursday, 8:00 p. m.	High School Graduation
June 21, Friday	Fourth term ends

### FALL TERM—Fifteen Weeks

September 4, Wednesday, High School	First term begins
September 9, Monday, Grammar School	First term begins
November 11, Monday	Armistice Day, Holiday
November 28, Thursday	Thanksgiving Day, Holiday
November 29, Friday	Thanksgiving Recess
December 13, Friday	Goldsmith Prize Speaking
December 20, Friday	First term ends

### RECESS—One Week

### WINTER TERM—Eight Weeks

December 30, Monday	Second term begins
January 1, Wednesday	New Year's, Holiday
February 21, Friday	Second term ends

### RECESS—One Week

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 SPRING TERM—Eight Weeks

March 2, Monday	Third term begins
April 17, Friday	Barnard Prize Speaking
April 20, Monday	Patriots' Day, Holiday
April 24, Friday	Third term ends

## RECESS—One Week

## SUMMER TERM—Seven Weeks

May 4, Monday	Fourth term begins
May 8, Friday	Lincoln Spelling Contest
June 17, Wednesday	Class Day Exercises
June 18, Thursday, 3:30 p. m.	Junior High School Graduation
June 18, Thursday, 8:00 p. m.	High School Graduation
June 19, Friday	Fourth term ends

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 ATTENDANCE BANNER WINNERS
 

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<i>Month</i>	<i>Teacher</i>	<i>School</i>	<i>Pct.</i>
January	Miss Fitzhenry	Bradlee	98.8
February	Miss McGraw	S. C. Jackson	98.8
March	Miss Tierney	North	99.3
April	Miss Brown	Indian Ridge	98.7
May	Miss Tierney	North	99.5
September	Mrs. Hilton	West Center	99.9
October	Miss Thurston	Shawsheen	98.9
November	Miss Tierney	North	100.
December	Miss Tierney	North	100.

# TEACHERS

JANUARY 1, 1934—JANUARY 1, 1935

SCHOOL	GRADE	NAME	ADDRESS	First Election	Resig- nation	EDUCATION
PUNCHARD	Principal	Nathan C. Hamblin	117 Chestnut St.	1910		Harvard University
	Science	Eugene V. Lovely	Allen Court	1911		Bates College and B. U.
		Joseph B. Doherty	Harding Street	1933		Boston College
	History	Charles A. Gregory	Whittier Street	1924		Bates College
		William McDonald	Chestnut Street	1930		Boston College
		Mary L. Smith	Central Street	1930		Smith College
	English	Lillian J. Fox	9 Wolcott Avenue	1920		Radcliffe College
		Emma G. Carter	33 Chestnut Street	1924		Mt. Holyoke College
		Dorothy C. Trott	Central Street	1934		Boston University
	Mathematics	Marjorie F. Stevens	37 High Street	1918		Boston University
		Gertrude Berry	174 High Street	1923		Jackson College
	Business	Mervin E. Stevens	37 High Street	1923		Springfield Tech
		Agnes V. Dugan	Maple Avenue	1932		Salem Normal and B. U.
		Marion Macdonald	Morton Street	1934		Salem Normal
	Latin	Helen C. Munroe	24 High Street	1930		Radcliffe College
		Ida M. Grover	Harding Street	1933		Boston University
	Modern Language	Helen DeM. Dunn	8 Summer Street	1914		Radcliffe College
	Principal—Math.	Marjorie Smith	9 Wolcott Avenue	1926		Radcliffe College
STOWE		Clara A. Punnam	30 Washington Avenue	1916		Symonds High School
	English	Etta M. Dodge	Park Street	1909		Concord High School
		Nancy Hird	Salem, N. H.	1919		Plymouth Normal
	History	Anna Chase	R. F. D. No. 1, Lowell	1921	1934	Salem Normal
		Mabel Marshall	Washington Avenue	1934		Boston University
	Arithmetic	Bernice Stimpson	17 Summer Street	1913		Gorham Normal
	Geography	Rita Atkinson	24 High Street	1924		Truro Normal
		Cecilia Derrah	26 Summer Street	1911		Salem Normal
	Sewing	Florence I. Gates	Maple Avenue	1934		Framingham Normal
	Physical Training	Evelyn Parker	Elm Street	1927		Keene Normal
	Special	Alberta Espey	61 Elm Street, Methuen	1923		Fitchburg Normal



# TEACHERS — Continued

JANUARY 1, 1934—JANUARY 1, 1935

SCHOOL	GRADE	NAME	ADDRESS	First Election	Resig- nation	EDUCATION
JOHN DOVE AND S. C. JACKSON	Principal—V	Catherine Barrett	102 Chestnut Street	1924		Salem Normal
	VI	Eunice Stack	20 Summer Street	1921		Salem Normal
	VI	Bessie Conant	Main Street	1924		Aroostook Normal
	V	Helen Sargent	Main Street	1929		Castine Normal
	IV	Alice Stack	20 Summer Street	1923		Salem Normal
	III-IV	Mary Burke	Bartlet Street	1933		Lowell Normal
	III	Helen McGraw	High Street	1926		Gorham Normal
	II	Florence Abbott	Upland Road	1893		Salem Normal
	I-II	Adele Duval	20 Wolcott Avenue	1898		Winona (Minn.) Normal
	I	Florence Prevost	56 Bartlet Street	1898		Wheelock Kindergarten
	Special	Margaret B. Tate	70 Elm Street	1933		Vassar College
	Principal VI	Anna Harnedy	24 Summer Street	1920	1934	Lowell Normal
	V	Vera Thurston	57 Elm Street	1926		Framingham Normal
	IV	Katherine Ballard	Main Street	1927		Framingham Normal
SHAWNSHEEN	III	Edith Donald	Carisbrooke Street	1927		Mt. Holyoke College
	II	Mary Leary	Washington Avenue	1928		Lowell Normal
	I	Ethel B. Anderson	37 Lowell Street	1921		Keene Normal
	Principal—VI	Grace Hill	109 Main Street	1900	1934	Salem Normal
BRADLEE	Principal V-VI	Jane Fitzhenry	Cambridge, Mass.	1929		Machias (Maine) Normal
	III-IV	Mina Noyes	Lovejoy Road	1928		Salem Normal
	I-II	Florence Holt	9 Avon Street	1921		Page Kindergarten
	Principal—I-II	Jessie P. Brown	45 Bartlet Street	1914		Brandon Training School
INDIAN RIDGE	III-IV	C. Maude Pearl	21 Florence Street	1923		Framingham Normal
	V-VI	Bessie Carter	High Plain Road	1930	1934	Bridgewater Normal
	V-VI	Dorothy Kyle	Elm Street	1934		Lowell Normal
	Principal—III-IV	Georgianna Hilton	Lowell Street	1921		Smith College
WEST CENTER	I-II	Betty Hird	Salem, N. H.	1931		Plymouth Normal
	I-VI	Verona Tierney	14 Griffin Ter., Lynn	1924		Lowell Normal
NORTH	Manual Training	Carl M. Gahan	106 Chestnut Street	1919		Gorham Normal and B. U.
	Domestic Science	Margaret Hinchcliffe	3 Highland Road	1923		Framingham Normal
SUPERVISORS	Drawing	Alice Olliff	Carmel Road	1932		Mass. School of Art
	Drawing	Mary Bailey	Main Street	1932		B. U. Art School
	Music	Miriam Sweeney	Central Street	1926		Lowell Normal

## ATTENDANCE STATISTICS

SCHOOL	GRADE
PUNCHARD . . . . .	High . . . . .
STOWE . . . . .	VIII . . . . .
JOHN DOVE . . . . .	VII . . . . .
	Special . . . . .
	VI . . . . .
	VI . . . . .
	V . . . . .
	IV-V . . . . .
	IV . . . . .
S. C. JACKSON . . . . .	III . . . . .
	III . . . . .
	II . . . . .
	I-II . . . . .
	I . . . . .
SHAWSHEEN . . . . .	VI . . . . .
	V . . . . .
	IV . . . . .
	III . . . . .
	II . . . . .
	I . . . . .
BRADLEE . . . . .	VI . . . . .
	IV-V . . . . .
	II-III . . . . .
	I . . . . .
INDIAN RIDGE . . . . .	V-VI . . . . .
	III-IV . . . . .
	I-II . . . . .
WEST CENTER . . . . .	III-IV . . . . .
	I-II . . . . .
NORTH . . . . .	I-VI . . . . .

# 1933-1934

ENROLLMENT							Total Membership	Average Membership	Average Attendance	Per cent of Attendance
Boys	Girls	Total	5 to 7 years	7 to 14 years	14 to 16 years	Over 16 years				
213	234	447		51	203	193	447	426	411	96.6
76	77	153		112	37	4	153	148	141	95.8
92	85	177		149	24	4	177	166	157	94.8
14	4	18		17	1		18	17	16	93.5
17	24	41		40	1		41	39	37	96.3
18	18	36		33	3		36	33	31	94.8
19	21	40		40			40	39	37	94.2
19	17	36		36			36	35	35	93.9
24	13	37		37			37	35	31	93.8
21	13	34		34			34	32	30	92.1
15	19	34		34			34	32	30	93.5
17	20	37	11	26			37	36	33	90.5
14	10	24	13	11			24	23	21	91.0
16	15	31	28	3			31	30	27	88.8
13	13	26		26			26	25	25	96.5
18	14	32		32			32	30	29	94.9
14	24	38		38			38	36	35	93.9
28	9	37		37			37	37	35	95.6
24	19	43	13	30			43	40	38	93.0
16	15	31	28	3			31	30	29	93.5
10	9	19		19			19	19	18	97.2
13	22	35		35			35	33	32	96.3
18	17	35	3	32			35	34	33	92.9
11	14	25	17	8			25	21	19	90.0
16	18	34		34			34	33	32	97.9
6	19	25		25			25	25	24	96.3
14	7	21	6	15			21	20	20	97.5
14	15	29		29			29	28	26	93.2
21	10	31	16	15			31	29	27	91.2
10	8	18	4	14			18	18	17	96.1
821	803	1624	139	1015	269	201	1624	1549	1476	91.3

## PRIZE AWARDS

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The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Dorothy Boyce, '34.

Second, twelve dollars, Lois Ferguson, '34.

Third, eight dollars, Allan Trott, '34.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girl's prize, five dollars, Agnes Carter, '37.

Boy's prize, five dollars, Jack Haggerty, '36.

The M. E. Gutterson botanical prizes:

First, five dollars, Agnes Deyermund, '34.

Second, three dollars, Abbott Batchelder, '34.

Prizes for excellence in first year Latin:

First, ten dollars, Wayne Anderson, '37.

Second, six dollars, Barbara Sellars, '37.

The Parker Memorial Prize to the member of the Senior class who has won his "P" twice, and has stood highest among the athletes in scholarship:

Ten dollars, Robert Deyermund, '34.

Prize offered by Dr. Conroy to member of the Freshman class making the greatest improvement during the year:

Five dollars, Walter Chmielecki, '37.

Prize offered by Dr. Conroy for the best impromptu essay by a Senior:

Five dollars, Lois Ferguson, '34.

Harvard Club Prize Book to a junior boy in the College Preparatory Course:

Avedis Saribogolian, '35.

Post No. 8, American Legion Prize for excellence in the study of The Constitution of The United States:

Five dollars, Joseph Serio, '35.

## LINCOLN SPELLING MATCH PRIZES

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### GENERAL PRIZES

First, Alice Donovan

Second, Edmond Hammond, Jr.

Third, John Anderson

---

### GRADE PRIZES

#### GRADE VIII

First, Harold Chase

Second, Phyllis Burridge

#### GRADE VII

First, Ethel Brierly

Second, Edmond Hammond, Jr.

#### GRADE VI

First, Eleanor Houston

Second, Warren Richardson

#### GRADE V

First, Isobel Dobbie

Second, Eleanor Rafton

## SEVENTY-FIFTH COMMENCEMENT EXERCISES

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PROCESSIONAL—Priests' March—from "Athalia" . . .	<i>Mendelssohn</i>
ORCHESTRA	
MUSIC—Unfold Ye Portals—from "The Redemption" . . .	<i>Gounod</i>
COMBINED GLEE CLUB	
PRAYER . . . . .	REV. FREDERICK B. NOSS Trustee
SALUTATORY AND ESSAY—Costumes and Customs of the Past Seventy-five Years . . . . .	ELEANOR WINSLOW
ESSAY—The Lure of Andover Woods . . . . .	ZYGMOND KUPIS
MUSIC—Just for Today . . . . .	<i>Seaver</i>
GIRLS' GLEE CLUB	
ESSAY—Choosing a Suitable Career . . . . .	ROBERT CLIFFORD COWEN
ANNOUNCEMENT OF CLASS GIFT . . . . .	GEORGE BAXTER KEITH Class President
PRESENTATION OF PRIZES . . . . .	PRINCIPAL NATHAN C. HAMBLIN
ESSAY AND VALEDICTORY—Seventy-five Years of Punchard MARIE RITA MILDRED TARDIF	
PUNCHARD ODE	
PRESENTATION OF DIPLOMAS . . . . .	REV. CHARLES W. HENRY President of the Trustees
CLASS SONG . . . . .	EDITH CECILIA STOTT

### PUNCHARD ODE

Our dear Alma Mater, fair Punchard, all hail—!  
 In faith ever filial and true,  
 Our pledge of a love for thee never to fail,  
 Again hand in hand we renew;  
 To thee in the spirit and light of the hour,—  
 This oasis green of our way,—  
 All gemmed with bright stars of our hope in the flower,  
 We bring a fresh garland today.

—William G. Goldsmith



## APPENDIX

### DIPLOMA STUDENTS

#### CLASS OF 1934

*The timber is before us: let us build*

Charles Wesley Barrett	Doris Helen Livingston
Sidney Abbot Batchelder	Josephine Helen MacDonald
Thelma Marion Beck	Robert Henry Murray Maclaren
Dorothy Mason Boyce	June MacLellan
Eleanore Broughton	Warren Arthur Maddox
Frank Herbert Chadwick	Joseph Healey Mahoney
Elizabeth May Cole	*Eleanor Elizabeth Manning
Richard Coolidge Comins	Alice Marguerite McDade
Virginia Estelle Comins	Helen Elizabeth McDonald
Richard Cooper	Elizabeth Rita McNulty
Marian Bradley Cotton	*Margaret Nicoll Mitchell
*Robert Clifford Cowen	John McGrath Murray
Agnes Caldwell Deyermond	Margaret Clark Nicoll
Elizabeth Coulter Deyermond	*Stanley Hutchins Norton
Robert Deyermond	Joseph Edward O'Brien
William Donovan	Margaret Cornelia O'Brien
Harold Francis Evans	Margaret Helen O'Connor
Lois Ferguson	Jeannette Marie Poirier
Helen Sutherland Ferrier	Ernest Monty Richard
Joseph Patrick Flynn	Roy Addison Russell
Joan Isobel Fraser	Eileen Katherine Ryan
Catherine Amanda Gauthier	*Roberta Frances Irene Shiers
Dorothy May Gordon	*May Shorten
John Edward Anderson Gorrie	William Arthur Simpson
*Thisbe Aurora Grieco	George Williams Smith
James Francis Haggerty	Ethel Hannah Sorrie
Norman Folmer Hansen	Edith Cecilia Stott
Mary Patricia Harkin	*Marie Rita Mildred Tardif
Frances Hartmann	Everdike Thiras
*James Ellison Hawkes	Ruth Velma Thompson
Richard Nichols Hawkes	Allan Randolph Trott
Evy Florence Hillerstrom	Doris Elizabeth Wade
Marjorie Whittier Horne	Anna Elizabeth Waldie
Carolyn Edith Hurwitch	Ruth Evelyn Westcott
George Baxter Keith	George Williams
Harold Palmer Kitchin, Jr.	*Jean Wilson
Morris Krinsky	*Eleanor Winslow
*Zygmund Kupis	*Jane Lois Wood
Ruby Nicoll Laurie	Phyllis Dinsmore Zerbe

#### CLASS OF 1933

Alvina Piessens

\*Honors

## STOWE JUNIOR HIGH SCHOOL

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Because of the variety and abundance of its natural resources the United States has been called "The Rich Man of the Earth." Advocates of a self-contained nationalism urge that we disentangle ourselves from the outside world and become self-sufficient. The interests of world peace make it necessary that, instead, we take a middle course—not impractically international, yet not narrowly nationalistic.

The program presented this afternoon is an outgrowth of the social studies course recently introduced at Stowe Junior High School. The ideas here emphasized are also emphasized in the course.

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PROCESSIONAL—"Priests' March from Athalia"—*Mendelssohn* ORCHESTRA  
 "DEAR LAND OF HOME"—from the tone poem "Finlandia"—*Sibelius*

GIRLS OF THE GRADUATING CLASS

PAGEANT—"THE RICH MAN OF THE EARTH"

MEMBERS OF THE GRADUATING CLASS

(incidental music by the orchestra)

"LAND OF OUR HEARTS"—*Chadwick*

GRADUATING CLASS

PRESENTATION OF DIPLOMAS

MR. FREDERICK SMITH

*Chairman of the School Committee*

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### MEMBERS OF THE GRADUATING CLASS IN THE PAGEANT

UNCLE SAM	Charles Tower
FATHER TIME	Christopher Shorten
1934	Robert Wheeler
SPIRIT OF BROTHERHOOD	June Swenson
PAGES	Charles Sellars, Robert Look
IRON	Raymond Lynch
COAL	Theodore Comins
GOLD	Barbara Smith
SILVER	Marie Hutchins
COPPER	Gloria King
PETROLEUM	Donald Spinney
TREES	Florence Bourdelais
WHEAT	Frances Jamieson
CORN	Marion Dennison
COTTON	Virginia Moody
MACHINES	Thomas Hendrick
THE FARMER	Donald King
THE FORESTER	Alden Hood
THE MINER	John Keith
THE MANUFACTURER	William Mitchell
THE SCIENTIST	Mitchell Johnson
THE UNEMPLOYED	Robert Bisset
THE SURPLUS	Alice Carmichael
PORTO RICO	Helen La Rosa

## APPENDIX

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HAWAII . . . . .	Evelyn Groleau
THE PHILIPPINES . . . . .	
ALASKA . . . . .	Harold Walker
THE OUTSIDE WORLD . . . . .	Jack Lindsay
HIS COMPANIONS	
	Sophie Loosigian, Angelina Serio, Alexander Blamire, Elizabeth Cooper, Lucy Cavallaro, Stanley Glowacki, Komela Tyzbin
ALLOY MINERALS . . . . .	Edith Fettes
RUBBER . . . . .	Wilfred Blanchette
SUGAR . . . . .	Leona Gaudet
SILK . . . . .	Helen Buckley
TEA . . . . .	Virginia Batcheller
COFFEE . . . . .	Richard Sutton

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## IN THE CHORUS

William Anderson	Gretchen Herrick
Thomas Auchterlonie	Helen Hey
Dorothy Babb	Kip Humphreys
Hedwig Babicka	Paul Jones
Beatrice Beaulieu	Helen Kimball
Eleanor Bishop	Harry Loosigian
Lillian Brown	William Marudzinski
Olive Buntin	Eleanor Ness
Thomas Burns	Marcelle Nollet
Phyllis Burr ridge	John Noyes
Theodore Burtt	Roland Parisian
Agnes Cairnie	Mary Patterson
Jennie Cairnie	Norman Peatman
Joan Campbell	Walter Pike
William Campbell	McClain Reinhart
Elizabeth Cargill	Alexander Renny
William Cargill	Barbara Rice
Alice Cates	Francis Richard
Harold Chase	John Rogge
Dorothy Cilley	Christine Ross
Mildred Clinton	Edith Ross
Dorothy Coates	Walter Schultz
Edward Coates	Valerie Simmers
William Cole	Anne Spinella
Jean Cooper	Mary Squires
Roger Davideit	Ellen Stewart
Marjorie Davis	Georgina Stewart
William D'Entremont	Barbara Tapley
Elizabeth Deyermont	John Thomas
Beulah Dixon	Elsie Thomson
James Edgar	Marion Townsend
Esther Elliott	Beatrice Tyer
Mary Elliott	Elizabeth Walker
Jacqueline Ferguson	Elizabeth Wallace
Andrew Ferrier	Loretta Walsh

## APPENDIX

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George Flint  
Rose Furnari  
Irene Gaudet  
Dorothy Glines  
Clement Gordon  
Frank Gould  
Harold Grant  
Ruby Greenfield

\*Transferred

\*Henry Wrigley

Marie Walsh  
Jeanne Waugh  
Ruth Webb  
Alice Winslow  
Edith Woodman  
Foster Zink  
\*Robert Donaghey  
\*Robert Nealey

### USHERS

Frank Dushame  
Robert Haigh  
Harold Jackson

Arthur Kibbee  
Harold Manthorne  
Walter McDonald

### IN THE ORCHESTRA

#### *First Violins:*

Margaret Dooley  
\*Ruth Napier  
Joyce Hansen  
\*Gladys Greenhow  
Frederick Winkley  
Winthrop Reed  
George Zink  
\*Gilbert Grout  
James Stevens  
Helen McDonald  
Thelma Beck  
Agnes Deyermond  
Eleanor Houston  
Thelma Fairweather  
Dorothy Boddy  
Jeanette Deyermond

#### *'Cello:*

Martha Billings

#### *First Clarinet:*

Stanley Norton

#### *Second Clarinet:*

Ellison Hawkes

#### *Mellophone:*

\*Elizabeth Douty

#### *Percussion:*

Frank Whiting  
Robert Graham

\*Members of the graduating class.

#### *Second Violins:*

\*Scott Walker  
\*George Gahm  
Helen Albers  
\*James Keith  
Helen Goff  
\*Carroll Estes  
George Bancroft  
Isabella Dobbie  
\*Robert Crosby  
John Collins  
Rita Sweeney  
Conrad Nollett  
Isabel Vannett  
Vera Crossley  
Mary Deyermond  
Alice Robertson

#### *Saxophone:*

Jaclyn Dunn

#### *First Cornet:*

Douglas Howe

#### *Second Cornet:*

\*Marion Scherner

#### *Trombone:*

Walter Wilson

#### *Piano:*

Mary Simeone

TOWN OF  
ANDOVER, MASSACHUSETTS

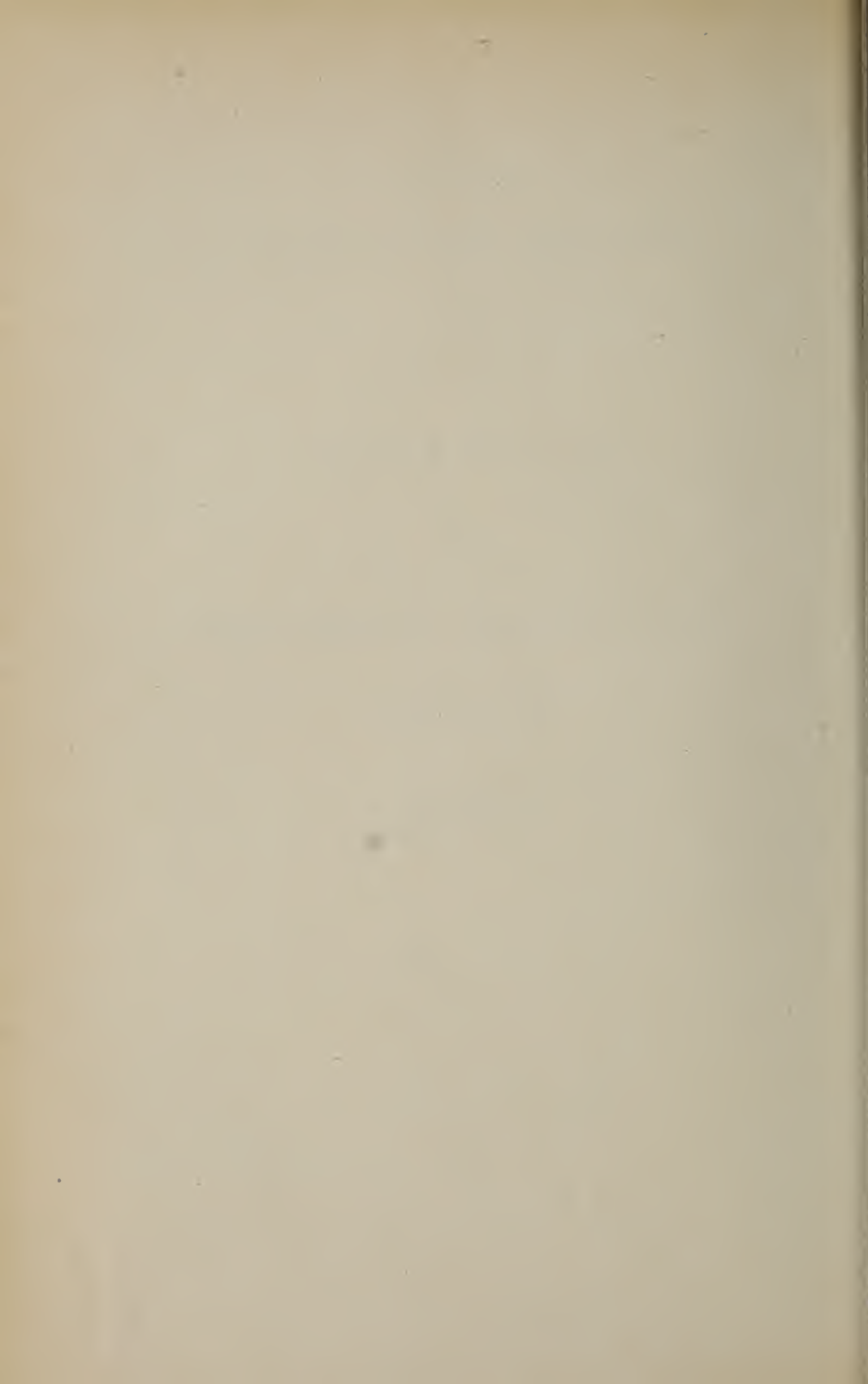
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ANNUAL REPORT  
OF  
THE SCHOOL COMMITTEE  
FOR THE YEAR

1935

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ANDOVER, MASS.  
SMITH & COUTTS CO.  
1936





Andover, Mass., Feb. 4, 1936

The School Committee voted to adopt the report of the Superintendent as its report for 1935.

ELMER J. GROVER

*Secretary*

## SCHOOL COMMITTEE

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FREDERICK C. SMITH, <i>Chairman</i>	Term expires 1938
Canterbury Street	
ELMER J. GROVER	Term expires 1936
11 Florence Street	
MRS. R. N. C. BARNES	Term expires 1936
Sunset Rock Road	
ARTHUR R. LEWIS	Term expires 1936
Lowell Street	
HERBERT P. CARTER	Term expires 1936
181 Lowell Street	
DR. NATHANIEL STOWERS	Term expires 1937
Main Street	
WILLIAM A. DOHERTY	Term expires 1937
Harding Street	
MRS. ANNIE S. ANGUS	Term expires 1938
119 Main Street	
MISS MARY E. C. GEAGAN	Term expires 1938
Ballardvale	

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### *Superintendent of Schools*

HENRY C. SANBORN 4 Morton Street  
Telephone: Office 348-W; Residence 1023

### *Clerk*

MARION E. HARDY  
R. F. D. No. 1, Lowell, Mass.

### *Principal's Clerk*

MARY A. WINKLEY  
Carmel Road

## GENERAL COMMITTEES

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### *Financial and Advisory*

FREDERICK C. SMITH, *Chairman*

HERBERT P. CARTER

MISS MARY E. C. GEAGAN

### *Teachers*

MRS. R. N. C. BARNES, *Chairman*

MRS. ANNIE S. ANGUS

DR. NATHANIEL STOWERS

### *Buildings, Grounds, and Equipment*

WILLIAM A. DOHERTY, *Chairman*

ARTHUR R. LEWIS

ELMER J. GROVER

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### SCHOOL PHYSICIAN

Philip W. Blake, M.D., Main St.

### SCHOOL NURSE

Edith M. Moreton, Melrose, Mass.

### DENTAL HYGIENIST

Margaret V. Cronin

Center St., Ballardvale

### ATTENDANCE OFFICER

Herbert Lyle

No. Main Street

### CONTINUATION SCHOOL

*Director*, Carl M. Gahan

*Assistant*, Margaret Hinchcliffe

## JANITORS

### Central Plant

Head Janitor

Fred Collins, 36 Summer Street

Assistant

Percy Crosby, Allen Court

Fireman

Edward O'Hagan, Baker's Lane

### Indian Ridge School

Alexander Dick, Cuba Street

### Bradlee School

Gavin McGhie, Ballardvale

### Shawsheen School

Henry Todd, Poor Street

### West Centre School

Franklin B. Collins, Shawsheen Road

### North School

Mrs. Alma Shiers, North Street

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## COMMITTEE MEETINGS

The first Tuesday of each month, excepting the months of March, July and August, at 7:30 p. m., in the School Committee Rooms, Punchard High School.

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## SUPERINTENDENT'S OFFICE HOURS

8 to 8:30 a. m.; 4 to 5 p. m., on school days.

7 to 7:30 p. m., Tuesdays, Fridays.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7:15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 a. m. there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12:30 p. m., these grades will have no session in the afternoon. Should the same signal be heard at 8:30 a. m. or at 1 p. m. there will be no session of the first three grades.

## FINANCIAL STATEMENT

For the year ending December 31, 1935

Proposed Budget  
for 1936

### GENERAL EXPENSE

#### Salaries:

Superintendent	\$3956.00		
Attendance Officer	92.00		
Clerk	1200.07		
Office Expenses	281.98		
		\$5530.05	\$5548.00

### EXPENSE OF INSTRUCTION

#### Supervisors:

Salaries and other expenses	706.62		
Principal: High	3128.16		

#### Teachers:

Elementary	41724.87		
Junior High	20691.16		
High	33678.80		
		96094.83	103340.00

#### Textbooks:

Elementary	947.00		
Junior High	775.21		
High	1319.28		
		3041.49	3000.00

#### Supplies:

Elementary	1049.97		
Junior High	572.84		
High	1476.31		
		3099.12	2945.00

### EXPENSE OF OPERATION

#### Janitors:

Elementary	4251.48		
Junior High	1397.44		
High	1906.63		
		7555.55	9041.00

## Fuel :

Elementary	3839.47		
Junior High	1022.62		
High	1359.46		
	<hr/>	6221.55	7200.00

## Janitors' Supplies :

Elementary	1227.45		
Junior High	371.17		
High	1025.64		
	<hr/>	2624.26	3250.00

## MAINTENANCE

## Repairs :

Elementary	5023.40		
Junior High	399.22		
High	480.32		
	<hr/>	5902.94	6300.00

## AUXILIARY AGENCIES

## Libraries :

High	73.37		
	<hr/>	73.37	

## Health :

Elementary	2300.70		
Junior High	651.09		
High	455.80		
	<hr/>	3407.59	3471.00

## Transportation :

Elementary	5306.53		
Junior High	3724.48		
High	3685.95		
	<hr/>	12716.96	12643.00

## MISCELLANEOUS

## Tuition :

Elementary	743.98		
High	412.51		
	<hr/>	1156.49	



**Sundries:**

Elementary	840.48		
Junior High	320.17		..
High	405.59		
	<hr/>	1566.24	4255.00
	OUTLAYS		
New Equipment	106.90		
	<hr/>	106.90	1017.00

**SUMMARY OF RECEIPTS AND EXPENDITURES**

Appropriation	\$152932.34
Total Expenditures	152932.12
	<hr/>
Balance	.22

**HOW THE SCHOOL DOLLAR WAS SPENT IN 1935**

Administration	3.6 cents
Teachers' Salaries	65.3
Textbooks and Supplies	4.0
Janitors' Salaries	4.9
Fuel	4.1
Janitors' Supplies	1.7
Repairs	3.9
Health	2.2
Transportation	8.3
Sundries	2.0
	<hr/>
	100. cents

## TRUSTEES OF PUNCHARD FREE SCHOOL

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MYRON E. GUTTERSON

FREDERIC S. BOUTWELL

REV. NEWMAN MATTHEWS

HENRY G. TYER

REV. FREDERICK B. NOSS

REV. CHARLES W. HENRY

C. CARLTON KIMBALL

EDMOND E. HAMMOND

*President,* REV. CHARLES W. HENRY

*Clerk and Treasurer,* EDMOND E. HAMMOND

### *Visiting Committee*

MYRON E. GUTTERSON

REV. FREDERICK B. NOSS

REV. NEWMAN MATTHEWS

REV. CHARLES W. HENRY

### *Finance Committee*

HENRY G. TYER

FREDERIC S. BOUTWELL

EDMOND E. HAMMOND

C. CARLTON KIMBALL

### *Auditing Committee*

FREDERIC S. BOUTWELL

HENRY G. TYER

C. CARLTON KIMBALL

## REPORT OF THE SUPERINTENDENT OF SCHOOLS

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*To the School Committee of Andover.*

Ladies and Gentlemen:

I have the honor to submit my twentieth report which is the forty-sixth in the series of similar reports.

The year 1935, which has just come to a close, has been laden with all the inconveniences fittingly described in the first paragraph of last year's annual report. Yet the year 1936 opens up a vista through which can be seen the accomplishment of things long hoped for and needed. New buildings are not a panacea for all evils. No one thing is ever a panacea for all evils. The new buildings will, however, help the school department to solve many of the knotty problems which have come as an accompaniment to changed social conditions and longer schooling for all children of the town.

### NEW BUILDINGS

At the time this report goes to press, there are under construction a modern, up-to-date junior high school and a building with auditorium, gymnasium, and lunch room. These buildings are such that the town of Andover may well be proud of them. They are built for the purpose of carrying out a definite educational program. The schools now organized on the 6-2-4 plan will be re-organized next year, when the new building is occupied, on the 6-3-3 plan. There will be six years in the grades, three years in the junior high school and three years in the senior high school. If the present pupil enrollment carries on until next September, there will be in the senior high school 396 pupils and in the junior high school 472. There will, undoubtedly, be some shrinkage in the classes which make up these numbers. However, the present high school which was built to accommodate 400 pupils will be used nearly to its full capacity, and the new junior high school

with almost 470 pupils will be reasonably filled. The change in organization will make it necessary to transfer some of the teachers who are now in the senior high school to the junior high school. Teachers thus changed will have practically the same subjects as they have had this year. A new salary schedule has been adopted which places the teachers of both schools on a fair basis determined by their training.

The auditorium, gymnasium, and the lunch room will be used by both schools. The gymnasium will be in constant use. Two classes will be going on in the gymnasium, one for girls and one for boys. The room is divided by a partition into two sections. The lunch room and auditorium will be used by the two schools at different hours. The lunch room will not be large enough to accommodate both schools at the same time.

A large sized, well-equipped auditorium is much needed in any well organized school system.

Of course, these new buildings with all their additional rooms including baths and dressing rooms will require considerable increase in janitor service, heat, light, and power. This will add to the operating expenses of the schools but not beyond a point that will bring inadequate and successful returns.

The regular courses of study now carried on will not be materially changed. The housing of the classes in rooms adapted to the subjects which are being taught will build up and intensify interest in these subjects. All courses in the junior high will be more or less integrated and socialized.

The gymnasium suggests the growth and development in courses in physical education. It is hoped that there will be two physical education instructors, one woman and one man. It will be their duty to see that the use of the gymnasium and the physical education of the children are brought to the highest degree of efficiency and benefit. This is a course which has been developed in most school systems but is new to Andover. A part of the work, it is hoped, will be corrective. The need for the physical development of the public school children has long been felt.

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UPKEEP

There are several items in reference to buildings which need a passing mention.

An oil heater has been installed in the West Center School. This was done after a trial of the use of oil in the North School, which resulted in a lessening of janitor service and also fuel.

The Indian Ridge has been re-wired meeting the specifications of the engineer who made the survey of all school buildings. This is a decided improvement, and undoubtedly new installations will be made in other buildings when funds are available.

At the Bradlee School, a splendid piece of work was done on the lawn. It was plowed, loamed where necessary, graded, and seeded. Late rains, however, seem to have injured the surface somewhat. It is hoped that the damage is not great.

At the Punchard School many of the desks were sanded and refinished making the surface almost like new.

In the basement of the Jackson School, the removal of the old boilers left the piping in bad condition. This was renovated and brought up to date. This facilitates the heating of the Stowe, John Dove, and Jackson Schools.

## MEDICAL INSPECTION

The School Committee authorized the employment of a physician to make physical examinations of candidates for the football team and also to be present at the games. It seems to those interested a necessary precaution. Dr. Harry C. East was chosen for this position.

## NO-SCHOOL SIGNAL

Arrangements have been made with station WLLH of Lowell to make announcements in regard to no school signals in Andover. As we have a rather varied opening of sessions this year, it is difficult to make this permanent. For the present if there is to



be no school in the morning, the usual fire alarm signal will be given and WLLH will be asked to announce it at twenty minutes past seven. The announcement will be repeated several times between 7:20 and eight o'clock.

### MR. MCGHIE

It is fitting to say a word in respect to a public servant who has done his work with efficiency. This is true of Mr. James McGhie, for more than twenty-two years janitor at the Bradlee School. In February 1935 Mr. McGhie died. He rendered a notable service to the Bradlee community and the town as a whole.

### COURSES OF STUDY

During the year 1935 very few changes have taken place in the courses of study. The outlines for the lower grades have been revised and brought up to date. Most changes which should take place have been necessarily delayed until the opening of the new buildings. Crowded conditions have made impossible any expansion of courses. The new buildings, however, as was said in the first paragraph of the report, have opened a wonderful vista. The new gymnasium makes possible a course in physical education; while the new junior high school offers facilities for the development of social science, general science, and practical art courses. Many of the new courses seem very strange when called by new names. Social Science is but another term for history, geography and civics; General Science a new name for very elementary natural phenomena in physics and chemistry; and Practical Arts might be known as manual training and home economics. The new names, however, are significant. They refer to the method of teaching and presentation rather than subject material. In other words, the emphasis is now placed upon the development of the child in his social environment rather than upon the subject taught. The subject taught is just as important as ever, but the child's development as a member of society is still more important.



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TEACHERS

The school year 1933-34 was marked by the retirement of three teachers of long service. The school year 1934-35 also has a distinctive record in this respect. Four teachers retired.

Miss Putnam, honored and respected teacher and principal, began her services in the Andover school department forty-six years ago, and as a teacher, principal, and member of the School Committee has continued her interest and help in the educational work of the town. Before coming to Andover Miss Putnam had five years' experience. This makes a total of fifty-one years as an earnest worker in the cause of education.

Miss Etta M. Dodge, for twenty-six years teacher and principal, was remarkable for her character and thoroughness. It is a rare occasion when parents stop a superintendent on the street to say of a teacher, "No teacher ever did so much for my child." This has not been an unusual occurrence in Miss Dodge's case. Miss Dodge had twenty-two years' experience previous to coming to Andover, which makes a total of forty-eight in public school work. Few teachers have won greater laurels.

Miss Florence Abbott, for forty-two years a member of the Andover teaching staff, was a lovable, sincere woman devoted to her work, a woman with high ideals and standards. She has always been respected by the parents and loved by her children.

Miss Florence Holt's term of service in Andover has been much less than that of the above teachers. Her entire service in town covered a period of fifteen years. She loved her work and her children and rendered a true service to the town.

These teachers have rendered long and faithful service and have made a deep impression upon the community. It is often difficult to show any specific results of a teacher's work, but where teachers have been in one town and done even and conscientious work, the results of their labors become apparent.

Besides the teachers who have retired on account of length of service, two, Miss C. Maude Pearl, teacher of the third and fourth

grades at the Indian Ridge, and Miss Verona Tierney, teacher of the first six grades at the North, retired to be married. They both had splendid records.

Mr. Kenneth L. Sherman was elected as principal in the Stowe School. Mr. Sherman is a well trained man of experience in Everett and Dedham. His record shows him to be a man of ability in handling young people. He is specially interested in boys. He is tactful, pleasing, and gracious in manner. He has taken up the work of the school and is carrying on at an even, progressive pace.

Miss Beatrice Stevens was elected to take Miss Dodge's place, Miss Irene Wells took the position made vacant by Miss Abbott, Miss Mabel Lamb took Miss Holt's position in Ballardvale, and Miss Mary Collins was elected to take the position left vacant by the resignation of Miss Tierney. These are all trained teachers who have taken up the work in a field new to them in a manner which is satisfactory to school officials.

Mrs. Lena N. Dodson, who substituted the past year for Mrs. Donald in the Shawsheen School, was elected as a regular teacher and transferred to fill Miss Pearl's place at Indian Ridge.

## PROFESSIONAL STUDY

Ten years ago the school department adopted the system by which teachers received certain salary increases after having done a prescribed amount of professional study. It is interesting to note that since that time thirty-nine teachers have received increases on this basis and that nine others are now doing professional work to increase their efficiency and so obtain the additional salary. Such a system has its disadvantages, but these are far outweighed by what is gained. It is true that some teachers are unable to put the time and money into extra study. It is also true that some teachers do it for the sake of financial gain. On the other hand, the majority of our teachers have pursued their courses far more intensely and to greater extent than was necessary to obtain the salary increment. In other words, the system has been a reward rather than an incentive for study. In a very few cases only has there been no change in a teacher's work. Most teachers who have availed themselves of this opportunity have shown decided improvement in their work and have repaid the town in every respect.

## ADULT EDUCATION

At its regular meeting, November 5th, 1935, the School Committee approved the organization of an adult school. This was done in accordance with Chapter 69, Section 9, of the General Laws. The action of the committee was in response to an appeal from people in the vicinity of Carter's Corner who wish to learn to read sufficiently well to become citizens of the United States. The school was placed in charge of Miss Doris Groesbeck. Mrs. Bernard's house was chosen as the place of meeting. The school holds sessions three nights each week. There are now registered twenty-six pupils. These meetings have been enthusiastic. Miss Groesbeck, on account of her familiarity with the situation, previous acquaintance with some of the people, and her training and experience in Lawrence, is well fitted for the position. At the

end of the school year, the town is reimbursed for one half the expense incurred. The state inspector has visited the school and pronounces the work very satisfactory indeed. It is certainly a worthy cause. Many of the students have already taken out their first papers.

### TRANSPORTATION

During the past twenty-five years, the transportation of pupils throughout the state has rapidly increased in importance and expense. A report on the subject by the Department of Education gives the following four reasons for this remarkable growth:

1. The ever-strengthening conviction of school officials and school patrons that on the whole the graded schools offer better educational opportunities than are likely to be found in one-teacher schools.
2. The trend of population away from the more rural areas into villages and cities, which has led to the closing of many one-room schools in such areas, and the transportation of the pupils who remain there to graded schools located in nearby villages.
3. The provision of less expensive, quicker, and more comfortable transportation through the general adoption of motor vehicles and the widespread improvement of roads.
4. The growing demand of parents that increased transportation facilities be provided at public expense.

There might be a fifth added to this; namely, the lessened cost through transportation over the cost of operating small individual schools. The conclusion of the same report is as follows: "Few people realize that almost fifty million dollars were spent in the United States in 1932 to transport children to and from school in busses. More than two million children attending 21,000 schools were carried over 642,000 miles of routes in 63,000 busses during the year. Thus, it is plain to see that the problem of the safe transportation of school children is a gigantic one and that it in-



volves the present and future welfare of a large number of our children." In Massachusetts in 1908-09 approximately three hundred thousand dollars were spent throughout the entire state. Today approximately two million dollars are being spent for the same purpose. It certainly is a problem of great importance.

Chapter 97, Section 1, of Massachusetts Laws, in part reads as follows: "Every town shall provide and maintain a sufficient number of schoolhouses, properly furnished and conveniently situated for the accommodation of all children therein entitled to attend the public schools. If the distance between a child's residence and the school he is entitled to attend exceeds two miles and the nearest school bus stop is more than one mile from such residence and the school committee declines to furnish transportation, the department, upon appeal of the parent or guardian of the child, may require the town to furnish the same for a part or for all of the distance between such residence and the school."

Although the above seems to indicate the limit of two miles, towns are allowed to make rules as may seem best to their individual school committees. The school department of Andover has made the rule that all children in the first eight grades living more than one mile from the school house are entitled to transportation and all children in the four upper grades are entitled to transportation if they live more than one and one-half miles from the school. This is a considerably better provision than is required by law.

The following table shows comparative figures on the transportation in sixteen towns:

Methuen	14030	276584	5.1
Weymouth	18007	374623	4.8
Milton	10628	303975	3.5
Braintree	10239	289107	3.5
Plymouth	15184	218275	6.9
Ludlow	12048	149192	8.1
Andover	12428	151748	8.1
Dartmouth	16323	135821	12.
Middleboro	12538	124228	10.

Montague	12210	154135	7.9
Walpole	15402	168597	9.1
Barnstable	29234	188981	15.4
Agawam	10636	120960	8.8
Shrewsbury	10327	110444	9.3
Billerica	18650	110838	16.8
Wareham	10833	119085	9.1

The first column shows the amount expended for transportation, the second column shows the total expenditure for support of public schools in the towns, and the last column shows the percent spent for transportation. Probably the last column showing the percents gives the best means of comparison. Such a comparison, however, is not altogether satisfactory as factors have to be taken into consideration such as the location of the high schools, to what extent the town has a rural community, and the local rules in regard to the matter.

In Andover there are three established methods of transporting children. The first is that of transportation by school busses. There are two busses operated under the supervision of the school department. These busses are owned by the drivers who pay all operating expenses, all upkeep on the busses, all necessary insurance as required by the school committee, and are responsible for all depreciation of the busses. Two competent men are employed. One has worked for the school department for seven years. The other has served the department for thirty-five years. It is necessary that reliable men should be drivers. The physical welfare of the children while riding involves a greater responsibility than during any other part of their school day. The following are the communities served by one driver:

### MORNING

Route 1 Leave home at 7:00 A. M. Leave Haggetts Pond via North School and River Road at 7:40 A. M. Arrive at Punchard High School at 8 A. M.

21 miles covered.



Route 2 Punchard to Ballardvale for 7th and 8th grades. Leave Ballardvale at 8:10 A. M. Arrive at Stowe School at 8:25 A. M.

5.8 miles covered

Route 3 From Stowe School to John Jenkins Corner. Leave Jenkins Corner at 8:30 A. M. Arrive via Highland Road at John Dove at 8:45 A. M.

8 miles covered

Route 4 From John Dove School to Plains. Arrive at Bradlee School at 8:57 A. M.

9.6 miles covered.

#### AFTERNOON

Route 1 Leave home for Punchard at 11:55 A. M. Leave Punchard at 12:05 P. M. Arrive at Haggetts Pond at 12:15 P. M. to Salem Street.

11.9 miles covered.

This route returns high school pupils from the morning session and brings back children for the afternoon session.

Route 2 Stowe School to Ballardvale, 7th and 8th grades. Leave Stowe School at 1:50. Arrive at Ballardvale Post Office at 2:05 P. M.

5.8 miles covered.

Route 3 Stowe School to Salem Street with 7th and 8th grades. Leave Stowe at 2:15. Arrive home at 2:30 P. M.

3 miles covered.

Route 4 Leave home at 3 P. M. Leave Bradlee School at 3:20 P. M.

9.6 miles covered

Accommodates children at corner of Andover and Woburn Streets.

Route 5 Leave John Dove School at 3:35 P. M. for Jenkins Corner. Arrive at Jenkins Corner at 3:55 P. M.

5 miles covered.

Route 6 Leave Punchard High School at 4:35 P. M. Arrive at Haggetts Pond at 4:45 P. M. and return via River Road and North School.

21 miles covered.

#### Totals

Children carried	171
Morning mileage	44.4
Afternoon mileage	56.3
Total mileage covered	100.7

The second driver accommodates the following sections:

#### MORNING

Route 1 Leave home at 7:15 A. M. 7:30 leave Hygopian's on Chandler Road. 7:40 leave corner of Pleasant Street and Boutwell Road. 7:50 leave corner of Haggetts Pond Road and Lowell Street. 8:00 arrive at West Center School.

8.3 miles covered.

Route 2 Leave West Center School at 8:04. 8:07 leave corner of Greenwood Road and Lowell Street. Return to West Center School via Greenwood Road and Chandler Road. 8:20 arrive at West Center School. 8:30 arrive at Stowe School. 8:38 arrive at West Center School via Shaw-sheen School.

10 miles covered.

Route 3 8:38 leave West Center. 8:42 leave corner Lowell Street and Greenwood Road to the West Center via Greenwood and Chandler Roads. Leave West Center at 8:55. Arrive John Dove at 9:00 o'clock.

11.5 miles covered.

#### AFTERNOON

Route 1 Leave home at 11:45 A. M. Collects children of afternoon session on River Road and meets the other driver

at corner of Haggetts Pond Road and Lowell Street at 12:15. Returns to their homes the high school children of the morning session.

9.4 miles covered.

Route 2 Leave Stowe School at 1:50. Arrive corner Haggetts Pond Road and Lowell Street at 2:15. Arrive at West Center School at 2:25 via Greenwood Road and Chandler Road.

16 miles covered.

Route 3 Leave West Center School at 2:35 by way of Lowell Street, Haggetts Pond Road, River Road, Chandler Road to Shawsheen School.

11 miles covered.

Route 4 Leave Shawsheen School at 3:28. Leave John Dove School at 3:32. Leave Indian Ridge School at 3:35. Arrive at Hygopian's on Chandler Road at 4:10 P. M.

16.5 miles covered.

#### Totals

Children carried	131
Morning mileage	29.8
Afternoon mileage	52.9
Total mileage covered	82.7

These two drivers transport three hundred two children to school and naturally three hundred two children on the return trips in the afternoon. They cover practically one hundred eighty miles per day. It is divided nearly equally between the two, making the average distance that they cover approximately ninety miles. This is a reasonably full day's work for any bus driver who has charge of children. It makes considerably more than an eight hour day.

The second means of transportation is by the Eastern Massachusetts Street Railway busses. The sections thus accommodated are located to the north on Main Street, High Street, and other streets more than one and one-half miles from the school for the high school and more than one mile for the seventh and eighth

grades; also to the south on Main Street and tributary streets more than one and one half miles from the school for the high school and more than a mile for all others. The children from the north are as follows:

Senior high school	92
Junior high school	63

The children from the south are as follows:

Senior high school	32
Junior high school	19
Elementary	47

This method of transportation is, at present, very convenient indeed. The Eastern Massachusetts Street Railway sends a special bus for the children on South Main Street coming to the first six grades. Its other busses make regular stops at the corner of Punchard Avenue and Main Street and Bartlet Street directly in front of the senior high school.

The third method of transportation is the Boston and Maine Railroad. This accommodates fifty-three children from Lowell Junction and Ballardvale to the *senior* high school.

In addition to these three systems of transportation, there are two minor ones; one for children in the extreme southeastern part of the town who are transported to North Reading and, in the case of one pupil, to the Reading High School. The other covers the transportation of two children in West Andover who attend the Ballardvale School.

The above is a full description of the transportation facilities which are now offered to the public school children. Further discussion of the merits of furnishing these different localities with transportation will be discussed in another part of this report.

The total cost of transportation to the town of Andover for the last financial year ending December 31st, 1935, was \$12716.96 distributed as follows:

Boston & Maine Railroad	\$1300.00
Eastern Mass. Street Railway	3500.00
Driver No. 1	4065.51
Driver No. 2	3627.03

Pupil attending Reading High	31.50
2 children in West Andover	192.92

The Boston & Maine Railroad and the Eastern Massachusetts Street Railway furnish transportation for children at one-half the regular fare. The two drivers are employed on the basis of \$3350 for seventy miles per day. They receive fifteen cents a mile for additional mileage. At present one driver receives \$4065 and the other driver \$3627. This is an average of \$3846. The expense of operation may be roughly estimated as follows:

Incidental expense	\$ 50
Interest on \$3300 at 6%	198
Yearly depreciation	800
Insurance and Excise Tax	125
Gas (6 miles per gal. 14c)	400
Repairs (aver.)	300
Oil and grease	100
Tires	150
	<hr/>
	\$2123

As these machines run approximately sixteen thousand miles a year, this estimate is probably low. The depreciation of eight hundred dollars may seem large, but it would really be considerably more than that if the contract with the drivers terminated in three years' time, since a bus of this character would be practically useless to its owner unless he had school children to transport. This would leave for the driver's personal service approximately seventeen hundred dollars, which is not much beyond what is paid for our full time janitor service.

The following table has recently been figured:

Amount expended for school bus trans.	\$7692.00
Number of pupils carried daily	302
Number of bus miles per day	178.7
Cost per bus mile approximately	24.3c
Cost per day per pupil carried	14.4c



On November 12th, 1935, the town of Ludlow reported the following on the same items:

Amount expended for school bus trans.	\$11797.00
Number of pupils carried daily	417
Number of bus miles per day	251
Cost per bus mile	25.6c
Cost per day per pupil carried	15.5c

Comparison with other towns would show that for the number of pupils transported and the mileage covered our transportation rates are by no means excessive. Our drivers are well paid but not excessively paid when compared with other school employees. This is specially true when we take into consideration the responsibility of their job. As has been stated before, their responsibility for the physical condition of the children far surpasses that of any teacher or other employee.

In figuring the necessity of merit of transportation, the senior and the junior high schools must be left out of consideration as there are and can be no other such schools in town. The high school has long been granted a place by itself in the school system and the town has also accepted the junior high school as a separate, distinctive organization housed differently from other schools. The question remaining then is, shall transportation be furnished to children from other parts of the town attending grades below the seventh? The children coming from the south on Main Street number 47. In order to accommodate them near their homes it would be necessary to build a school building and there would still remain children on Salem Street and Highland Road more than a mile from a school house. The children coming from the so-called Abbott School district have for more than twenty-five years been transported on account of the small number in that vicinity. For many years they were transported to the Bailey School. In 1926 the Bailey School was closed and then in 1930 the Osgood School.

Of the total amount, \$12716.96, spent during the last fiscal year ending December 31, 1935, \$3685.95 was spent for the transportation of high school pupils, \$3724.48 for junior high



pupils, and \$5306.53 for elementary schools. As has been previously stated, there is no way of lessening the transportation to the senior and junior high schools. The transportation of the elementary children to the larger schools at a cost of \$5306.53 is a great saving financially over maintaining schools in separate sections. In the first place, there is no possibility of a school on South Main Street in the direction of Reading. The one room in the North School now being maintained is costing the town at the rate of approximately \$137 per pupil whereas the average price of the elementary school children is only \$88 per pupil. At the time the Bailey School closed, the cost of operating figured at a little over \$115 a pupil. No figures have been obtained for the Osgood School but judging from the number of pupils when that school closed, it was approximately the same per pupil as in these other two schools. In the rural school, the number of pupils is generally very small. The cost of a teacher is the same as in the centralized school. Suppose we illustrate the cost of maintaining a rural school as follows:

	Minimum		Maximum
Teacher's salary	\$1100	or	\$1500
Janitor service	200		200
Fuel	200		200
Upkeep	100		100
	<hr/>		<hr/>
	\$1600		\$2000

The above table does not include the cost of special teachers and additional overhead which accompanies the operation of a rural school. Neither does it include the possible increase in teachers' salaries which might come from professional study. The two columns represent two different salaries that may be paid the teachers of these schools. In either case in order to operate these schools at the same cost as the larger schools it would be necessary to have twenty or more pupils.

This report endeavors to give a clear and concise outline of conditions which affect transportation in the town. The only ways

in which this cost could be reduced would be by reducing salaries of drivers, by opening rural schools, or by increasing the distance at which children may be transported. At present none of these methods would seem satisfactory.

### CONCLUSION

In regard to the expenditures for public schools, there seem to be two decided opinions. One is that the great and increasing expense is reaching a dangerous point. The other is that the expenditure is not dangerous and the increase can go on for some time to the great good of the public. It is true that public school expenses have increased by leaps and bounds. But why single out the schools? Without exception, every town department has gone through the same process and many of them by far greater percents than the school department. In every case the reasons are the same. Economic changes have made the purchasing power of money less; consequently, apparently at least, much more is paid for the support of town departments than was paid several years ago. In addition, more efficient service is required. Better roads are built because automobiles have come into general use. No one would think of doing without them. So in the school department better buildings are built because of new curricula and no one would think of doing without them. These are merely two illustrations of the greater efficiency in service demanded of town departments.

Then too, public service is rendered in far more varied fields. There is probably not a town department that is not urged by the public yearly to adopt some new form of service. The schools are no exception. Most of the activities which have been added to the school curricula in the last few years have been the outgrowth of a need as felt by the community. Some of them may seem to usurp the functions of the home. Probably this is not true. Generally, they meet a deficiency in the home. At any rate, they have been deemed necessary and have been approved as a part of the school curricula by the public.

The public schools have always been the subject of much criti-

cism. This criticism has never been great enough or intensive enough to indicate any radical wrong in the system. Public schools have done and done well what they have attempted. In a well enlightened community they will continue to function and perform efficiently the tasks set before them.

Andover, as such a community, has in the past and will in the future see that her schools maintain a high and efficient standard.

Respectfully submitted,

HENRY C. SANBORN

*Superintendent of Schools.*

## REPORT OF PRINCIPAL OF PUNCHARD SCHOOL

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*To the Superintendent of Schools and the Trustees  
of the Punchard Free School.*

Gentlemen:

I have the honor to submit my twenty-sixth annual report as principal of the Punchard High School.

The total enrollment of 507 tells its own story of increase. It seems unlikely that this maximum will be greatly exceeded in the near future but experience has taught caution in prophecy. Our immediate problems so far as crowded conditions are concerned, will be solved next fall by retaining the 9th grade in the Junior High School.

In many respects the year has been a hard one. While we have rejoiced at the progress on the new buildings, it has been difficult to compete with steam shovel and rock drill in noise or to make class room work as fascinating as brick laying. It is only fair to record that the contractor has been as considerate as possible in reducing the distraction to a minimum. The two platoon system with its shortened periods and crowded schedule is no more satisfactory than it was a year ago. The program of studies and its distribution has remained the same. It has seemed unwise to make changes before the inevitable readjustments ahead. Fortunately we have had no losses in our teaching staff and have been able to profit by the experience of last year in working out our daily program. Several teachers still have had to assume more than their share of study room duties but have done so in a spirit of generous helpfulness.

The Athletic Association has finished the year with a small balance in the treasury. Much of our equipment for both baseball and football needs replacement and some special means of raising money for this purpose will have to be adopted. I am glad to re-

port that a little more has been done for the girls. Last winter Miss Trott began taking groups in Basketball at the Guild and has continued this year. Only such girls as can or care to join the Guild are able to take advantage of this training. This fall the freshman girls have been coached in field hockey by Miss Trott. This is a new sport for the school but is ideal for the girls and they have thoroughly enjoyed the experience. Equipment was provided by the School Committee and the girls themselves made their neat suits. We are all anticipating the introduction of a satisfactory course in physical education, now that suitable quarters are being provided.

Through the effort of the Parent-Teachers' Association, dancing lessons have been provided at a nominal cost for the high school pupils. As I mentioned a year ago the absence of any place for the school assemblies and social events has been keenly felt; so we are especially grateful for this opportunity at the town hall.

An event of unusual interest was the celebration of the completion of twenty-five years of highly successful coaching by Mr. Lovely. A group of athletic letter-men of Punchard sponsored the affair. The large number of friends that responded to the call and the enthusiasm of the whole affair constituted a worthy tribute to a man who has made his imprint on scores of lives in Andover.

Although we have of necessity marked time for over a year, our thoughts have been much on the future. The adjustment of our schedule to that of the Junior High because of the common use of auditorium and gymnasium; the revision of the program of study, especially with reference to the courses in the social studies; and in a larger sense the whole relation of the public high school to the changing environment of the times:—all these problems give plenty of scope for planning the immediate future. Educational questions are never finally answered.

May I trespass on the ground usually covered by these reports to express to the Alumni Association and all others concerned, my gratitude for the observance last June of my twenty-five years here



at Punchard? The kind expressions of the speakers at the Alumni dinner, the many letters from former pupils, and the congratulations of friends combined to give me a great deal of happiness. My thanks to all.

Respectfully submitted,

NATHAN C. HAMBLIN



## REPORT OF THE CONTINUATION SCHOOL

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*To the Superintendent of Schools.*

Dear Sir:

I herewith submit my annual report as Director of Andover Continuation School.

Registration: Eleven boys and twelve girls were registered from August 31, 1934, to August 31, 1935, and seven boys and seventeen girls were registered from August 31 to December 31, 1935.

Attendance: The percent of attendance for both boys and girls for the year 1934-35 was 93.9 percent.

Sessions: The amount of time allowed is the same as last year and classes for boys and girls are held Wednesday afternoons.

Record: All Continuation School records were approved by the Massachusetts Department of Education.

Production: The value of production for both boys and girls was as follows:

Boys	\$135.50
Girls	63.05
	<hr/>
	\$198.55

Maintenance:

Cost of school for year 1934-35	\$712.99	
Amount allowed by State for overhead expenses	111.16	
	<hr/>	\$601.83

Received from:

Smith-Hughes Fund	\$134.36	
Reimbursement from State	356.49	
Materials	7.15	
Value of work done by pupils for School Department		
Boys	52.60	
Girls	4.50	
	<hr/>	555.10
		<hr/>
Cost to Andover for Maintenance of School		\$ 46.73

The report of 1933 explains the fact that instead of costing the town \$46.73 as the records show, the Town Treasurer actually received \$356.49 from the State and \$134.36 was received from the Smith-Hughes Fund.

Respectfully submitted,

CARL M. GAHAN, *Director*

## REPORT OF SCHOOL PHYSICIAN

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Mr. Henry C. Sanborn  
Superintendent of Schools  
Andover, Massachusetts

Dear Sir:

The reports of the dental hygienist and school nurse bear witness to the efficient and comprehensive efforts being made to safeguard the health of our public school children in every way possible.

The dental hygienist reports the examination and prophylactic treatment of approximately fourteen hundred children. Of the number who needed further care, about half received treatment from their family dentists, and almost fifty percent went untreated. Although this condition may be due to procrastination on the part of the parents, I feel that it is largely a matter of finances, and wish there could be a remedy. Even in the matter of first teeth, the filling of cavities is very important, and should not be neglected.

The school nurse has been diligent in all ways which would tend to keep epidemics under control. I had occasion recently to check on diphtheria figures in the town of Andover, and it is interesting to know that, compared to ninety-six cases with seven deaths during the eleven years before the toxin-antitoxin inoculations and the Schick test were given in our schools, there have been only ten cases with one death in the ten years since this work was started. No Andover child who had had the inoculations has come down with diphtheria.

A careful check has been made of the gains in height and weight, and it is good to note that there has been no marked decrease, in spite of continuing hard times. However, forty-one children who were given a daily lunch of milk and crackers last

year, from the proceeds of Christmas seals, cannot have such care this year, since the money must be used in sending four children to the Essex County Health Camp. The morning lunch of milk and crackers must mean so much to those whose home diet is deficient, that a fund for this purpose would fill a vast need, and I wonder whether there are individuals or organizations in the town who would be interested in the matter.

Yours very truly,

PHILIP W. BLAKE

*School Physician*

## REPORT OF THE ATTENDANCE OFFICER

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*To the Superintendent of Schools*

I hereby submit the following report for the year 1935.

Number of cases reported . . . . .	47
Number of cases investigated . . . . .	47
Number of truants . . . . .	16
Number absent with legal excuse . . . . .	3
Number absent because of sickness . . . . .	7
Number absent for lack of clothing . . . . .	2
Number absent to help at home . . . . .	4
Number absent for other insufficient reasons . . . . .	15
Number of cases prosecuted (Essex County Training School)	0
Investigated for out-of-town officers . . . . .	0

Respectfully submitted,

HERBERT LYLE

*Attendance Officer*

## BUILDINGS

No.	Valuation	School	No. of Pupils	Cost per pupil
1	\$130045	Punchard High School	507	\$103.74
2	58320	Stowe Junior High School	307	97.48
3	87370	John Dove & S. C. Jackson School	369	82.43
4	156000	Shawsheen School	191	83.44
5	54300	Bradlee School	109	70.98
6	33750	Indian Ridge School	78	82.24
7	6860	West Center School	56	83.28
8	8900	North School	12	125.86

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\$535545

Note: Average cost per grade pupil \$81.82





# APPENDIX

## SCHOOL CALENDAR

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1936

### SPRING TERM—Eight Weeks

March 2, Monday	Third term begins
April 17, Friday	Barnard Prize Speaking
April 20, Monday	Patriots' Day, Holiday
April 24, Friday	Third term ends
RECESS—One Week	

### SUMMER TERM—Seven Weeks

May 4, Monday	Fourth term begins
May 8, Friday	Lincoln Spelling Contest
June 17, Wednesday	Class Day Exercises
June 18, Thursday, 8:00 p. m.	High School Graduation
June 19, Friday	Fourth term ends

### FALL TERM—Fifteen Weeks

September 9, Wednesday, High and Junior High Schools	First term begins
September 14, Monday, Grammar School	First term begins
October 12, Monday	Columbus Day, Holiday
November 11, Wednesday	Armistice Day, Holiday
November 26, Thursday	Thanksgiving Day, Holiday
November 27, Friday	Thanksgiving Recess
December 18, Friday	Goldsmith Prize Speaking
December 23, Wednesday	First term ends
RECESS—One Week	

1937

### WINTER TERM—Eight Weeks

January 4, Monday	Second term begins
February 22, Monday	Washington's Birthday, Holiday
February 26, Friday	Second term ends
RECESS—One Week	

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 SPRING TERM—Eight Weeks

March 8, Monday	Third term begins
April 16, Friday	Barnard Prize Speaking
April 19, Monday	Patriots' Day, Holiday
April 30, Friday	Third term ends
RECESS—One Week	

## SUMMER TERM—Seven Weeks

May 10, Monday	Fourth term begins
May 14, Friday	Lincoln Spelling Contest
May 31, Monday	Memorial Day, Holiday
June 23, Wednesday	Class Day Exercises
June 24, Thursday, 8:00 p. m.	High School Graduation
June 25, Friday	Fourth term ends

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 ATTENDANCE BANNER WINNERS

<i>Month</i>	<i>Teacher</i>	<i>School</i>	<i>Pct.</i>
January	Miss Harnedy	Punchard	97.2
February	Miss Fitzhenry	Shawsheen	97.1
March	Miss Collins	Bradlee	99.3
April	Miss Collins	North	98.6
May	Miss Harnedy	North	98.6
September	Miss Collins	Shawsheen	99.5
October	Miss Kyle	North	100.
November	Miss Brown	Indian Ridge	98.2
December		Indian Ridge	98.9

# TEACHERS

JANUARY 1, 1935—JANUARY 1, 1936

SCHOOL	GRADE	NAME	ADDRESS	First Election	Resig- nation	EDUCATION
PUNCHARD	Principal	Nathan C. Hamblin	117 Chestnut St.	1910		Harvard University
	Science	Eugene V. Lovely	Allen Court	1911		Bates College and B. U.
		Joseph B. Doherty	Harding Street	1933		Boston College
	History	Charles A. Gregory	Whittier Street	1924		Bates College
		William McDonald	Chestnut Street	1930		Boston College
		Mary L. Smith	Central Street	1930		Smith College
	English	Lillian J. Fox	Porter Road	1920		Radcliffe College
		Emma G. Carter	1 Punchard Avenue	1924		Mt. Holyoke College
		Dorothy C. Trott	Central Street	1934		Boston University
	Mathematics	Marjorie F. Stevens	37 High Street	1918		Boston University
		Gertrude Berry	174 High Street	1923		Jackson College
		Mervin E. Stevens	37 High Street	1923		Springfield Tech
	Business	Agnes V. Dugan	Maple Avenue	1932		Salem Normal and B. U.
		Marion Macdonald	Morton Street	1934		Salem Normal
	Latin	Helen C. Munroe	24 High Street	1930		Radcliffe College
STOWE		Ida M. Grover	Harding Street	1933		Boston University
	Modern Language	Helen DeM. Dunn	Elm Street	1914		Radcliffe College
		Marjorie Smith	Porter Road	1926		Radcliffe College
	Principal—Math.	Clara A. Putnam	30 Washington Avenue	1916	1935	Symonds High School
	Principal	Kenneth L. Sherman	Main Street	1935		U. S. Naval Academy, B. U.
		Etta M. Dodge	Park Street	1909	1935	Concord High School
	English	Beatrice Stevens	High Street	1935		Salem Normal and B. U.
		Nancy Hird	Salem, N. H.	1919		Plymouth Normal
		Cecilia Derrah	26 Summer Street	1911		Salem Normal
	Social Science	Rita Atkinson	24 High Street	1924		Truro Normal
		Mabel Marshall	38 Whittier Street	1934		Boston University
	Mathematics	Bernice Stimpson	17 Summer Street	1913		Gorham Normal
		Evelyn Parker	38 Florence Street	1927		Keene Normal and B. U.
	Sewing and Hygiene	Florence I. Gates	Maple Avenue	1934		Framingham Teachers' Col.
	Special	Alberta Espy	61 Elm Street	1923		Fitchburg Normal
	Cadet	Edna Marland	Bartlett Street	1935		Tufts College

# TEACHERS — Continued

JANUARY 1, 1935—JANUARY 1, 1936

SCHOOL	GRADE	NAME	ADDRESS	First Election	Resig- nation	EDUCATION
JOHN DOVE AND S. C. JACKSON	Principal—V	Catherine Barrett	102 Chestnut Street	1924		Salem Normal
	VI	Eunice Stack	20 Summer Street	1921		Salem Normal
	VI	Bessie Conant	13 Chestnut Street	1924		Aroostook Normal
	V	Helen Sargent	Main Street	1929		Castine Normal
	IV	Alice Stack	20 Summer Street	1923		Salem Normal
	III-IV	Mary Burke	Bartlet Street	1933		Lowell Normal
	III	Helen McGraw	28 Maple Avenue	1926		Gorham Normal
	II	Florence Abbott	Upland Road	1893	1935	Salem Normal
	II	Irene Wells	116 Main Street	1935		Framingham Normal
	I-II	Adele Duval	20 Wolcott Avenue	1935		Winona (Minn.) Normal
	I	Etta Larkin	Chapman Avenue	1935		Bridgewater Normal
	Special	Margaret B. Tate	Main Street	1933		Vassar College
	Cadet	Eleanor Ward	Argilla Road	1935		Lowell Teachers' College
SHAWSHEEN	Principal VI	Anna Harnedy	24 Summer Street	1920		Lowell Normal
	V	Vera Thurston	57 Elm Street	1926		Framingham Normal
	IV	Katherine Ballard	83 Pine Street	1927		Framingham Normal
	III	Edith Donald	Carisbrooke Street	1927		Mt. Holyoke College
	II	Mary Leary	Washington Avenue	1928		Lowell Normal
	I	Ethel B. Anderson	37 Lowell Street	1921		Keene Normal
	Principal V-VI	Jane Fitzhenry	Cambridge, Mass.	1929		Machias (Maine) Normal
	III-IV	Mina Noyes	Lovejoy Road	1928		Salem Normal
	I-II	Florence Holt	9 Avon Street	1921	1935	Page Kindergarten
	I-II	Mabel Lamb	Chestnut Street	1935		Fitchburg Normal
BRADLEE	Principal—I-II	Jessie P. Brown	45 Bartlet Street	1914		Brandon Training School
	III-IV	C. Maude Pearl	21 Florence Street	1923	1935	Framingham Normal
	III-IV	Lena Dodson	Cuba Street	1935		Salem Normal
	V-VI	Dorothy Kyle	Elm Street	1934		Lowell Normal
	Principal—III-IV	Georgianna Hilton	Lowell Street	1921		Smith College
	I-II	Betty Hird	Salem, N. H.	1931		Plymouth Normal
	I-VI	Verona Tierney	14 Griffin Ter., Lynn	1924	1935	Lowell Normal
	I-VI	Mary Collins	Union Street	1935		Lowell Normal
	Manual Training	Carl M. Gahan	106 Chestnut Street	1919		Gorham Normal and B. U.
	Domestic Science	Margaret Hinchcliffe	3 Highland Road	1923		Framingham Normal
SUPERVISORS	Drawing	Alice Olliff	Carmel Road	1932		Mass. School of Art
	Drawing	Mary Bailey	46 Chestnut Street	1932		B. U. Art School
	Music	Miriam Sweeney	Central Street	1926		Lowell Normal

## ATTENDANCE STATISTICS

SCHOOL	GRADE
PUNCHARD . . . . .	High . . . . .
STOWE . . . . .	VIII . . . . .
JOHN DOVE . . . . .	VII . . . . .
	Special . . . . .
	VI . . . . .
	VI . . . . .
	V . . . . .
	V . . . . .
	IV . . . . .
	III-IV . . . . .
	III . . . . .
	II . . . . .
	I-II . . . . .
	I . . . . .
SHAWSHEEN . . . . .	VI . . . . .
	V . . . . .
	IV . . . . .
	III . . . . .
	II . . . . .
	I . . . . .
BRADLEE . . . . .	V-VI . . . . .
	III-IV . . . . .
	I-II . . . . .
INDIAN RIDGE . . . . .	V-VI . . . . .
	III-IV . . . . .
	I-II . . . . .
WEST CENTER . . . . .	III-IV . . . . .
	I-II . . . . .
NORTH . . . . .	I-VI . . . . .



# 1934-1935

ENROLLMENT							Total Membership	Average Membership	Average Attendance	Per cent of Attendance
Boys	Girls	Total	5 to 7 years	7 to 14 years	14 to 16 years	Over 16 years				
218	260	478		43	226	209	500	456	430	97.6
70	74	144		112	32		149	139	131	94.3
78	80	158		131	26	1	163	153	145	94.4
15	3	18		18			19	16	15	92.9
19	23	42		42			42	42	39	93.8
18	10	28		26	2		32	28	26	95.9
15	26	41		41			42	39	37	94.3
22	14	36		36			39	38	35	93.5
25	17	42		42			43	42	39	93.5
18	25	43		43			45	41	37	89.7
20	18	38		38			42	38	36	94.8
18	22	40	8	32			41	35	32	92.5
13	11	24	11	13			25	22	20	90.8
13	17	30	28	2			35	31	29	92.7
19	10	29		27	2		29	29	27	96.4
13	22	35		35			36	34	32	94.5
21	4	25		25			26	25	23	92.9
19	15	34		34			34	31	29	93.7
22	14	36	11	25			36	34	32	93.7
14	17	31	29	2			34	30	28	91.9
14	21	35		35			37	35	34	96.1
17	14	31		31			37	32	30	95.6
16	18	34	11	23			36	35	32	94.7
15	17	32		32			32	31	31	96.2
16	11	27		27			30	26	24	95.2
11	10	21	12	9			24	21	20	94.0
11	10	21		21			24	21	20	95.3
20	11	31	8	23			31	28	25	92.8
7	5	12	4	8			13	11	11	96.4
797	799	1596	122	976	288	210	1676	1543	1449	94.2

## PRIZE AWARDS

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The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Joan Moody '36.

Second, twelve dollars, Frank Kefferstan, Jr., '35.

Third, eight dollars, Barbara Louise Bartlett '35.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girl's prize, five dollars, Dorothy Babb '38.

Boy's prize, five dollars, John Moynihan '36.

The M. E. Gutterson botanical prizes:

First, five dollars, Mary Winslow '37.

Second, three dollars, Donald Surrence '37.

The Shipman prizes for excellence in first year Latin:

First, ten dollars, Dorothy Chase '38.

Second, six dollars, Virginia Batcheller '38.

The Parker Memorial Prize to the member of the Senior Class who has won his "P" twice, and has stood highest among the athletes in scholarship:

Ten dollars, Clifford Walker '35.

Prize founded by Dr. Conroy to member of the Freshman class making the greatest improvement during the year:

Five dollars, Christine Ross '38.

Prize founded by Dr. Conroy for the best impromptu essay by a Senior:

Five dollars, Jeannette Reed '35.

Harvard Club Prize Book to a junior boy in the College Preparatory Course:

John Moynihan '36.

Post No. 8, American Legion Prize for excellence in the study of The Constitution of The United States:

Five dollars, Avedis Saribogosian '35.

An anonymous prize to the senior girl who has done the most for the school.

Twenty-five dollars, Jeannette Reed '35.

## LINCOLN SPELLING MATCH PRIZES

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### GENERAL PRIZES

First, Alice Donovan  
Second, Marjorie Higgins  
Third, Ethel Brierly

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### GRADE PRIZES

#### GRADE VIII

First, Marjorie Higgins  
Second, Ethel Brierly

#### GRADE VII

First, Eleanor Gorrie  
Second, Carol Holmelund

#### GRADE VI

First, Isabelle Dobbie  
Second, John White

#### GRADE V

First, Gordon Mears  
Second, Mary Carroll O'Connell

## SEVENTY-SIXTH COMMENCEMENT EXERCISES

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PROCESSIONAL—Priests' March—from "Athalia" . . . . .	<i>Mendelssohn</i>
ORCHESTRA	
MUSIC—Now Let Every Tongue Adore Thee . . . . .	<i>Bach</i>
GIRLS' GLEE CLUB	
PRAYER . . . . .	REV. CHARLES W. HENRY President of the Trustees
SALUTATORY AND ESSAY—Finding One's Self . . . . .	WUNDA JENNY KUPIS
ESSAY—Leisure and Education . . . . .	HELEN REBECCA HARDY
MUSIC—The Rosebud . . . . .	<i>Marzo</i>
GIRLS' GLEE CLUB	
ESSAY—Hobbies . . . . .	BARBARA LOUISE BARTLETT
ANNOUNCEMENT OF CLASS GIFT . . . . .	JOHN ELDER Class President
PRESENTATION OF PRIZES . . . . .	PRINCIPAL NATHAN C. HAMBLIN
ESSAY AND VALEDICTORY—Victory . . . . .	GWEN ARMITAGE
PRESENTATION OF DIPLOMAS . . . . .	MR. FREDERICK C. SMITH Chairman of the School Committee

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### PUNCHARD ODE

Our dear Alma Mater, fair Punchard, all hail—!  
In faith ever filial and true,  
Our pledge of a love for thee never to fail,  
Again hand in hand we renew;  
To thee in the spirit and light of the hour,—  
This oasis green of our way,—  
All gemmed with bright stars of our hope in the flower,  
We bring a fresh garland today.

WILLIAM G. GOLDSMITH

## DIPLOMA STUDENTS

## CLASS OF 1935

Priscilla Abbott	*Wunda Jenny Kupis
Edna May Anderson	Mildred Jessie Lee
*Gwen Armitage	Harry Nicoll MacKenzie
Patricia Bernadine Barrett	Mary Monica McNulty
*Barbara Louise Bartlett	Gladys Mary Milnes
Martha Albright Billings	Edna Ruth Morandus
*Elizabeth Louise Bodwell	Mary Rita Muise
Francis Henry Boucher	Marion Albertina Ormsby
Marion Elizabeth Hilton	Marcelle Mary Poirier
Roy Brown	*Eleanor Genevieve Raidy
Barbara Louise Bruorton	Margaret Alma Ratté
Marguerite Frances Burbine	Mary Elizabeth Frances Ready
Alan Gordon Chadwick	*Jeannette Blackstone Reed
Edward Joseph Chlebowski	*Winthrop Blackstone Reed
*Stanley Chmielecki	Annie Laura Richard
Doris Patricia Collins	Antoinette Rizzo
Marianna Cromie	Alice Rita Robertson
Mary Elizabeth Darby	Louis Bulman Sanborn
Ruth Esther Dennison	*Avedis Paul Saribogolian
William James Deyermond	Hygazoon Saribogolian
Edward Augustine Doherty	Warner Sayles
Ernest John Edmands	Maryann Sheehy
John Charles Elder	Betty Sherman
Charles Edward Evans	Helen Mary Smith
Edna May Flaherty	Frances Adele Souter
James Maurice Gillan	Russell Colby Stevens
Thelma Elizabeth Goodrich	Kathleen Bruce Stirling
Vivian Estelle Gordon	Charles Chapin Stone
Warren Cleveland Hall	Jane Augusta Stubbs
Hazel Marion Hardy	Dorothy Mildred Swenson
*Helen Rebecca Hardy	William Francis Tammany
Ruth Hartmann	Antoinette Thiras
*Eleanor Meredith Hathaway	Martha Thomson
*Doris Muriel Higginson	Ronald Melville Valentine
*Eleanor Louise Brown	Clifford Walker
Elizabeth Kimball Jenkins	John Walker
Ruth Evelyn Kearn	Mary Letitia Ward
Euphemia Sarah Keay	Leonard Arthur Whitaker
*Frank John Kefferstan, Jr.	Fred Louis Winkley
Frederick Kidd	Joseph Michael Winters

## CLASS OF 1934

James Frederick Stevens  
(in September 1934)

\*Honors



## STOWE JUNIOR HIGH SCHOOL

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PROCESSIONAL—"Military March"—*Buecher* . . . . . ORCHESTRA

### "CHILDHOOD OF HIAWATHA"

A Cantata

Music by IRA B. WILSON

Words by HENRY W. LONGFELLOW

BY THE SHORES OF GITCHE GUMEE . . . . . OPENING CHORUS

"There the wrinkled old Nokomis

"Nursed the little Hiawatha

"Rocked him in his linden cradle."

MANY THINGS NOKOMIS TAUGHT HIM . . . . . SOLO AND BOY SOPRANOS

"Showed the Death-Dance of the spirits,

"Warriors with their plumes and war-clubs."

"MINNEWAWA" SAID THE PINE TREES . . . . . MIXED CHORUS

ONCE A WARRIOR, VERY ANGRY . . . . . BOYS' CHORUS

THE RAINBOW . . . . . GIRLS' CHORUS

"'Tis the heaven of flowers you see there;

"When on earth they fade and perish

"Blossom in that heaven above us."

WHEN HE HEARD THE OWLS . . . . . UNISON CHORUS

THE BOW AND ARROWS . . . . . BOYS' CHORUS

"Then Iagoo, the great boaster...

"Made a bow for Hiawatha,

"Then he said to Hiawatha:"

FORTH INTO THE FOREST . . . . . BOY SOPRANOS AND CHORUS

"Go, my son, into the forest,...

"Kill for us a deer with antlers."

THE RED DEER . . . . . CHORUS, BOY SOPRANOS AND SOLO

"Dead he lay there in the forest."

THE BANQUET . . . . . MIXED CHORUS

"All the village came and feasted,

"All the guests praised Hiawatha."

PRESENTATION OF DIPLOMAS . . . . . MR. FREDERICK SMITH

Chairman of the School Committee

#### *On the stage*

NARRATOR—Marjorie Higgins

HIAWATHA—David Robb

NOKOMIS—Ruth Leitch

IAGOO—George Rockwell

#### *Warriors*

Garrison Holt, Donald Thompson, Norman Drouin, Franklin Buchan,  
Edward Walen, Robert Kefferstan



## APPENDIX

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### *Flowers*

DAISIES—Jean Thayer, Helen Nash  
ROSES—Angie Dantos, Shirley Thompson  
LILIES—Kathleen Stowers, Mary Lin Murray

### *Soloist*

Charles Gabeler

### *Boy Sopranos*

Benjamin Smalley, Donald Ball, \*\*Lindsay Kinnear, \*\*Hector Keith,  
George Bancroft, Gordon Boddy

### *Chorus*

William Addison**	Priscilla Glines
Marion Albers	Irene Gollan
Helen Anderson	Harold Gordon
Ruth Anderson	Kenneth Gordon
John Auchterlonie**	Maurice Greenfield
Frank Babicki	Mary Greenwood
James Benvie	Sylvia Haakonsen
Amelia Bernard	Franklin Haggerty
Alice Bertram	Mary Hagopian
Jessie Bissett	Joyce Hansen
Ethel Brierly	Phyllis Henderson
Esther Bryant	Joseph Hendrick
Ruth Bryant	Irvin Hilton
James Buntin	Robert Hinman
Frederick Butler	Ruth Holt
Richard Caldwell	Dorothy Hunt
Elizabeth Cargill	Barbara Jackson
June Carmichael	Virginia Lane
Alfred Catanzaro	Elizabeth Lawrie
Dorothy Cederberg	Bailey Lenane**
Ethel Cherowbrier	Marilyn Lewis
Donald Cole	Walker Lindsay
Bernice Crocket	Peter Loosigian
Grace Crocket	Francis Lynch
Ferneid Dallaire	Donald Lundgren
Dino DeRosa	Mary Margerison
Calvin Deyermond	Agnes Martinson
Warren Deyermond	John Mitchell
James Donaghey	James Nealey
Gladys Downs	Irene Ness
Ann Earley	Robert Neil**
Dorothy Evans	Helen Nicoll
Harry Fisher	Conrad Nollet
Mildred Forsythe	Thomas Noves
Alice Fraize	George Page
Peter Fraser	Rudolph Palenski
Mary Gates	Elizabeth Ross
Olive Gibson	Wilbur Sanborn
Barbara Gillen	Margaret Saribogolian
Thomas Gillespie	Freda Scott

## APPENDIX

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Alice Sharpe  
Marjorie Shaw  
Samuel Simpson  
Edmund Skea  
Sara Lee Sleeper  
Evelyn Smith  
Constance Spinella  
Edith Valentine  
Isabell Vannett  
Dorothy Ward

Adelaide Webb  
Florence Webb  
Genevieve Wheeler  
Doris Winward  
Philip Wormwood  
Agnes Wrigley  
Marguerite York  
Frederick Yancy\*\*  
Mary Zecchini  
\*\*Trial

### STOWE SCHOOL ORCHESTRA

#### *Violins*

\*Mary Deyermund  
Vera Crossley  
Elinor Houston

\*George Bancroft  
Bertram Morgan  
George Douty

#### *Trombones*

\*G. White Chandler

\*Benjamin Smalley

#### *Cornets*

\*Edmond Hammond

\*Douglas Howe

\*Charles Shattuck

#### *Clarinets*

Thomas Dea  
\*John Leitch

Warren Richardson  
Mary Dunn

#### *Flute*

\*Norman Eaton

#### *Drums*

\*Frederick Eastman

Thomas Dole

Franklin Roberts

#### *Piano*

\*Margaret Hadley

### USHERS

\*Richard Gordon  
\*Robert Anderson

\*Chester Harnden  
\*John Stocks

\*Lawrence Regan

(\*Members of the graduating class)

TOWN OF  
ANDOVER, MASSACHUSETTS

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ANNUAL REPORT  
OF  
THE SCHOOL COMMITTEE  
FOR THE YEAR  
1936

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ANDOVER, MASS.  
SMITH & COUTTS CO.

1937



Andover, Mass., Feb. 2, 1937

The School Committee voted to adopt the report of the Superintendent as its report for 1936.

ELMER J. GROVER

*Secretary*

## SCHOOL COMMITTEE

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FREDERICK C. SMITH, <i>Chairman</i>	Term expires 1938
Canterbury Street	
ELMER J. GROVER	Term expires 1939
11 Florence Street	
MRS. R. N. C. BARNES	Term expires 1939
Sunset Rock Road	
ARTHUR R. LEWIS	Term expires 1939
Lowell Street	
HERBERT P. CARTER	Term expires 1937
181 Lowell Street	
DR. NATHANIEL STOWERS	Term expires 1937
Main Street	
WILLIAM A. DOHERTY	Term expires 1937
Harding Street	
MRS. ANNIE S. ANGUS	Term expires 1938
119 Main Street	
MISS MARY E. C. GEAGAN	Term expires 1938
Ballardvale	

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### *Superintendent of Schools*

HENRY C. SANBORN Porter Road  
Telephone: Office 348-W; Residence 1023

#### *Clerk*

WILMA F. CORLISS  
Osgood Road

#### *Principal's Clerk*

MARY A. WINKLEY  
Carmel Road



## GENERAL COMMITTEES

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### *Financial and Advisory*

FREDERICK C. SMITH, *Chairman*

HERBERT P. CARTER

MISS MARY E. C. GEAGAN

### *Teachers*

MRS. R. N. C. BARNES, *Chairman*

MRS. ANNIE S. ANGUS

DR. NATHANIEL STOWERS

### *Buildings, Grounds, and Equipment*

WILLIAM A. DOHERTY, *Chairman*

ARTHUR R. LEWIS

ELMER J. GROVER

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### SCHOOL PHYSICIAN

Philip W. Blake, M.D., Main St.

### SCHOOL NURSE

Edith M. Moreton, Melrose, Mass.

### DENTAL HYGIENIST

Margaret V. Cronin

Center St., Ballardvale

### ATTENDANCE OFFICER

Herbert Lyle

Woburn Street, Ballardvale

### CONTINUATION SCHOOL

*Director*, Carl M. Gahan

*Assistant*, Madeleine Kimball

## JANITORS

### Central Plant

Head Janitor

Assistants

Fred Collins, 36 Summer Street

Percy Crosby, Allen Court

Edward Doyle, Holt Road

William Snyder, Baker's Lane

William Stirling, Cuba Street

Edward O'Hagan, Baker's Lane

Alexander Dick, Cuba Street

Gavin McGhie, Ballardvale

Henry Todd, Poor Street

Franklin B. Collins, Shawsheen Road

Mrs. Alma Shiers, North Street

### Fireman

Indian Ridge School

Bradlee School

Shawsheen School

West Centre School

North School

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## COMMITTEE MEETINGS

The first Tuesday of each month, excepting the months of March, July and August, at 7:30 p. m., in the School Committee Rooms, Punchard High School.

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## SUPERINTENDENT'S OFFICE HOURS

8 to 8:30 a. m.; 4 to 5 p. m., on school days.

7 to 7:30 p. m., Tuesdays, Fridays.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7:15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 a. m. there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12:30 p. m., these grades will have no session in the afternoon. Should the same signal be heard at 8:30 a. m. or at 1 p. m. there will be no session of the first three grades.

## FINANCIAL STATEMENT

For the year ending December 31, 1936

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### GENERAL EXPENSE

#### Salaries:

Superintendent	\$3956.00	
Attendance Officer	92.00	
Clerk	1096.37	
Office Expenses	441.81	
	<hr/>	\$5586.18

### EXPENSE OF INSTRUCTION

#### Supervisors:

Salaries and other expenses		678.75
Principal: High		3128.16
Principal: Junior High		1144.80

#### Teachers:

Elementary	41383.67	
Junior High	26022.08	
High	32162.32	
	<hr/>	99484.07

#### Textbooks:

Elementary	639.93	
Junior High	1646.92	
High	1222.70	
	<hr/>	3509.55

#### Supplies:

Elementary	1035.91	
Junior High	1833.52	
High	1918.69	
	<hr/>	4788.12

### EXPENSE OF OPERATION

#### Janitors:

Elementary	4696.10	
Junior High	2065.28	
High	2128.18	
	<hr/>	8889.56

Fuel :			
Elementary	3781.36		
Junior High	1508.86		
High	2095.25		
			7385.47
Janitors' Supplies :			
Elementary	1355.58		
Junior High	1710.14		
High	1124.63		
			4190.35
		MAINTENANCE	
Repairs :			
Elementary	3857.44		
Junior High	2031.96		
High	1242.17		
			7131.57
		AUXILIARY AGENCIES	
Libraries :			
Elementary	150.00		
Junior High	122.88		
High	111.81		
			384.69
Health :			
Elementary	2282.13		
Junior High	639.68		
High	459.75		
			3381.56
Transportation :			
Elementary	4721.45		
Junior High	4464.39		
High	4078.24		
			13264.08
		MISCELLANEOUS	
Tuition :			
Elementary	482.08		
High	614.03		
			1096.11

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Sundries:		
Elementary	741.13	
Junior High	351.12	
High	391.21	
	<hr/>	1483.46
	OUTLAYS	
New Equipment		1027.03

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## SUMMARY OF RECEIPTS AND EXPENDITURES

Total Expenditures	\$166553.51
Appropriation	162936.56
	<hr/>
	3616.95
Transferred by	887.20
	<hr/>
Overdrawal	2729.75

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## HOW THE SCHOOL DOLLAR WAS SPENT IN 1936

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	1935	1936
	Cents	Cents
Administration	3.6	3.4
Teachers' Salaries	65.3	62.8
Textbooks and Supplies	4.0	4.9
Janitors' Salaries	4.9	5.3
Fuel	4.1	4.4
Janitors' Supplies	1.7	2.5
Repairs	3.9	4.3
Health	2.2	2.2
Transportation	8.3	8.1
Sundries	2.0	2.1
	<hr/>	<hr/>
	100.	100.

## ANALYSIS OF BUDGET

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February 13, 1937

To the Finance Committee:

The school committee after careful consideration has voted to reduce its budget \$708.00 on coal, \$296.00 on teachers, and \$500.00 on repairs, a total of \$1504.00.

The Committee feels it is very unfortunate that the increased cost due to enlarged school facilities, together with the expense of salary restoration should both come in the same year, but unfortunately the committee has little control over the situation. The increased facilities were voted by the Town, and the committee is doing its best to carry on as economically as possible. The salary restoration is included at your suggestion, and of course may be accepted or rejected by the town.

For your information we append figures showing the approximate increased cost due to New Facilities, Salary Restoration, and what might be called Normal Growth. You will note under ordinary circumstances the increased cost would only be about \$7200.00, perhaps less, as some of the new staff could not have been accommodated without the new Junior High.

Salary restoration		\$6100.00
New Facilities		
New Phys. Ed. Dept.	\$4000.00	
Additional Janitors	2800.00	
Fuel	179.00	
Gas, Electricity	1350.00	
Water	200.00	
Telephone	50.00	
	<hr/>	\$8579.00
Ordinary Growth		
Reg. Increases	600.00	
New Teachers	5400.00	
Supplies	800.00	
Transportation	465.00	
	<hr/>	\$7265.00



The enlarged Repair item is this year due to unusual repairs in Ballardvale, but such repairs are now constantly cropping up, and the amount is not really as much as it should be for proper repairs and upkeep,—being less than 1% on over a million dollars worth of school property.

The Andover School Committee

ELMER J. GROVER, *Secretary*

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## TRUSTEES OF PUNCHARD FREE SCHOOL

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MYRON E. GUTTERSON

FREDERIC S. BOUTWELL

REV. NEWMAN MATTHEWS

HENRY G. TYER

REV. FREDERICK B. NOSS

REV. CHARLES W. HENRY

C. CARLTON KIMBALL

EDMOND E. HAMMOND

*President*, REV. CHARLES W. HENRY

*Clerk and Treasurer*, EDMOND E. HAMMOND

### *Visiting Committee*

MYRON E. GUTTERSON

REV. FREDERICK B. NOSS

REV. NEWMAN MATTHEWS

REV. CHARLES W. HENRY

### *Finance Committee*

HENRY G. TYER

FREDERIC S. BOUTWELL

EDMOND E. HAMMOND

C. CARLTON KIMBALL

### *Auditing Committee*

FREDERIC S. BOUTWELL

HENRY G. TYER

C. CARLTON KIMBALL

**REPORT OF THE SUPERINTENDENT OF SCHOOLS**

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*To the School Committee of Andover.*

Ladies and Gentlemen:

I have the honor to submit my twenty-first report which is the forty-seventh in the series of similar reports.

The last annual report contained these words—"Yet the year 1936 opens up a vista through which can be seen the accomplishment of things long hoped for and needed." This vista has been opened. The new buildings are completed and are occupied. The completion of the buildings has made possible a reorganization and extension of our educational program. The high schools have been reorganized on the 3-3 plan. New courses in general and social science have been added. The practical arts department has been enlarged for the benefit of those who do not care to take classical work. Courses in physical education for boys and girls have been introduced and ample facilities for auditorium work are at hand. This report will discuss some of these features. The reader is urged to read the special reports. They will be found full of interest.

#### NEW BUILDINGS

A detailed description of the new buildings is not necessary at this point. Much has already been written about them and the majority of people interested have visited them. In brief they contain facilities for a modern up-to-date junior high school which has the possibility of offering and extending long needed courses of study. The laboratory facilities are excellent. There is also an auditorium, a very beautiful, useful, practical assembly hall. There is a large gymnasium which may be divided into two parts, one for the girls and one for the boys. These are amply large for the purposes they are to serve. Connected with these there are locker rooms and baths. There is also a cafeteria which accommodates both junior and senior high school pupils. Andover has reason to

be proud of her school buildings. The senior high school opened in the fall with 345 pupils. The junior high opened with 490. All of the seventh and eighth grades were removed from the Stowe school to the new building. The fifth and sixth grades were removed from the John Dove building to the Stowe. There are still two rooms at present unoccupied at Stowe. In the John Dove there are two rooms used for regular classes, one used for physical education for the first four grades, and two rooms used for lunch rooms. The old lunch room and the southwest basement room in the senior high building had to be used by the practical arts department. Thus we find that even with the new building the entire plant is quite fully used.

The junior high school has the usual rooms belonging to such a school and these for the most part are well equipped. It is a pleasure to report that this already beautiful building has a fund of over \$700.00 donated for the purpose of its decoration. This fund is made up from gifts of \$50.00 from the auxiliary of the Veterans of Foreign Wars; \$100.00, the proceeds from an operetta given under the supervision of Miss Miriam Sweeney; \$10.00 from the Andover Mothers' Club; and \$285.45 from the Andover Adult Education Association. The School Department wishes to express to these organizations and to their officers its appreciation of the thoughtfulness and effort put into these gifts. In addition to these special gifts, the School Committee has appropriated a part of the income of special funds which are at their disposal. A committee, chosen to work out a plan of decoration which is to be harmonious and appropriate, is as follows: Kenneth L. Sherman, Principal of the building; Miss Alice Olliff, Supervisor of Art; Mrs. R. N. C. Barnes of the School Committee; Miss Mary Byers Smith, and the Superintendent. We wish only the best in this building.

The auditorium has already been spoken of as exceptional. The best way to appreciate its beauty is to visit it. The seating capacity which is 850 may be increased by the use of the gymnasium to approximately 1800. The auditorium is used almost daily by

either one or the other of the high schools. It is also in use many evenings. Its seating capacity and stage room makes it quite in demand for large audiences and those who wish to give entertainments requiring a stage. Requests for the auditorium, music room, and other rooms made it necessary for the School Committee to adopt rules and regulations in regard to their use and rental fees. It is the general policy of the committee to charge local organizations only enough to cover the cost of opening and caring for the building. From outside organizations it is hoped that some profit in rentals may be accumulated.

The reorganization of the schools, made possible by the completion of the new building, on the 6-3-3 system, that is, three years in the Junior High school and three in Punchard High School, was necessary. On account of the size of the four upper classes there were enrolled more pupils than could be seated in the Punchard School. The reorganization, however, is not so important for that reason as for the benefits derived for the children concerned. The Punchard High School now enrolls the three upper classes. It is a smaller and more unified group and as such will be capable of doing more intensive and better school work. The children of the ninth year, or previously Freshmen in Punchard, are now in the Junior High School. Their development and their social life are better fitted to this group than to that of the older children. The new building and the reorganization also enable the development of a practical arts course. Next year this course, which has begun in the Junior High School, will continue into the Punchard High School.

The children in this course will be those who for any reason are not fitted or who do not care to pursue classical subjects. This department will not be in the nature of a trade school but will furnish a great deal of information about every day science, art, and handicraft. You will find more detailed information in regard to this department in the report of Mr. Gahan, Supervisor of Practical Arts.



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## COURSES OF STUDY AND TEXTBOOKS

Social Science has for several years been taught in the seventh and eighth grades. This has been advanced into the ninth grade for pupils whose courses permit. General science which has been a freshman study in the high school has been introduced in the seventh and eighth grades. These courses for the most part are not new in their subject matter but are new in the method of presentation.

The building of the gymnasium has made possible the development of a course in physical training. Two teachers, Mr. Donald Dunn and Miss Frances Collins, have been employed as instructors. The work has been so planned as to reach all the pupils in both schools. It is not the purpose of this course to foster athletics as sports but to encourage exercises which will tend to the building up and strengthening of the body. It is hoped that in connection with this department a silhouette-o-graph will assist in posture development.

There is also this year a systematic testing and research program. This is not confined to any particular grade or school. Whenever and wherever it seems to be needed or the desire for information exists, testing takes place. The results of these tests are used in determining the method for the care of individual pupils and class grading. There is also considerable work in the lower grades this year in remedial reading. This work is being done by Miss Edna Marland, a cadet teacher.

This last year has seen the adoption of the following books.

Carpenter and Wood Science Series, published by Ginn & Co.

In Deutschland, published by Midwest Book Co.

Social Geography Series, published by Wm. Sadler, Inc.

German Composition and Conversation, published by Ginn & Co.

Business Economic Problems, published by Southwestern Co.

Modern School Mathematics Series, published by World Book Co.

This series of mathematics is for use in the Junior High School and is an up-to-date method of handling that subject for children of that age.

The Record of America, published by Scribners

Economic Geography by Jones, published by Henry Holt & Co.

Fundamentals of Salesmanship, published by Southwestern Co.

Story Biography by Harriet L. McClay and Helen Judson, published by Henry Holt

Modern American Short Stories by Thomas Cook, published by Scribners

For the Music Department

Music Notes, Books 4 and 5, published by Silver Burdett

Basic Songs for Male Voices by Bridgman, published by American Book

Music of Many Lands and Peoples by McConathy, Beattie and Morgan, published by Silver Burdett

### TEACHERS

The reorganization of the high school necessitated the transfer of the following teachers from Punchard to the Junior High: Miss Gertrude Berry, Miss Dorothy Trott, Miss Ida Grover, Miss Marion MacDonald. The teachers concerned took the transfer very pleasantly. It seemed fair that they should be guaranteed return to the Punchard High School whenever the opportunity occurred. The resignation of Mrs. Marjorie F. Stevens gave Miss Berry the chance to return to Punchard before actual work began in the fall. Pressure in the business department made it advisable to appoint an additional teacher for the Junior High School. This relieved Miss Marion MacDonald from her duties there. Miss Trott and Miss Grover still remain in the Junior High and will remain until there is a vacancy in Punchard High.

The following teachers resigned during the year: Mrs. Marjorie F. Stevens, to take her place in home and community; Miss Helen



Sargent and Miss Betty Hird to be married. These positions were filled by Miss Elizabeth Stephan in the Junior High School to take the place of Miss Berry who was transferred to Mrs. Stevens's position; Miss Nola Porter to take the place of Miss Sargent and Miss Helen Pickard to take the place of Miss Betty Hird. Miss Margaret Hinchcliffe was removed by death and Miss Madeleine Kimball was appointed to take her place.

In June, Miss Marion Hardy resigned as Secretary to the Superintendent and Miss Wilma Corliss was elected to fill the position. Although not a teacher Miss Hardy was in close touch with all Andover teachers. She was always pleasant and smiling. During the nine years that she was in the office she was always calm and quiet under all conditions. Her proficiency was proverbial; her willingness to help unquestionable, and her devotion to her work, a pleasure to all. She is greatly missed.

The establishment of a physical education department necessitated the election of two teachers, Mr. Donald Dunn as physical director for boys and Miss Frances Collins as physical director for girls. Increased enrollment in the Junior High School necessitated the additional help of Mr. Milton Blanchard as instructor in Science and Manual training, and Miss Evelyn Oliver to assist in the business department. This is a large number of new teachers for any one year in Andover. Marriage and retirement seem to be the only reasons that the teachers resign. Only one teacher has accepted a position elsewhere in the last five years.

#### MISS MARGARET HINCHCLIFFE

Miss Hinchcliffe was a remarkable woman, loved by all who knew her well and esteemed by everyone. She was both loved and esteemed by her pupils. She came to the school department in 1923 and from that time until her death was an insistent worker for the welfare of our public schools, always working hard and efficiently for the good of the children and the general enrichment of all. Even after her death her thoughtfulness is to be remembered as she left a fund, the income of which is to establish a scholar-

ship for girls graduating from Punchard. Very few people deserve a higher tribute than does Miss Hinchcliffe.

### TWENTY YEARS AGO AND TODAY

In 1916 the total enrollment of Punchard High School was 230 pupils. In 1936 the total was 502. Grades seven and eight in 1916 enrolled 158 and in 1936, 313 pupils. As will be seen there are 427 more pupils in the grades that are now included in the Punchard and Junior High Schools. This increased enrollment shows the need of the new building. The elementary schools have shown no increase in the last twenty years, in fact there are fewer pupils than in 1916. The growth along this line has been taken care of by the development of Saint Augustine's School.

During the last twenty years Punchard High School was erected. This was completed in 1917. The Shawsheen School was completed in 1924, and in 1936 the new Junior High School, Memorial Hall and gymnasium, and the new central heating plant were added.

During the twenty years the Osgood and Bailey schools have been closed. The Richardson School at Shawsheen was closed when the new building in that village was completed.

During the twenty years the schools have undergone steady, progressive reorganization. In 1917 the eighth grades were moved into the Stowe building and departmental instruction began. This was soon followed by removal of all the seventh grades to this school. In 1923 these grades were designated by the State Department as a Junior High School. It was then a junior high school of two grades and continued so until 1936 when the upper classes were reorganized so that the whole system became a 6-3-3 organization:—six grades in the elementary schools; three grades, seven, eight and nine, in the Junior High School; and three grades, ten, eleven and twelve, in Punchard High School.

The courses of study in the first six grades during the last twenty years have not changed greatly. In fact, there is not such a great change as might appear from a casual glance at the

curriculums. Some subject matter has been added and some omitted. The work of the first six grades has had various changes in methods. The teaching of reading has changed several times during that period. The method of the presentation of nature study and geography has changed and there have been many slight changes in the presentation of most other subjects. When departmental teaching began in the seventh and eighth grades, more intensive and interesting work resulted. In 1932 the teaching of history and geography in these grades ceased to be presented as separate subjects but were combined in a single group termed Social Science. Tests have shown that the children lost nothing of actual information, though they have gained a great deal of interest and general information.

Later, clubs were introduced. These were at first extra-curricular activities, but after they had proven their value they became and are now a part of the regular curriculum. A system of educational guidance was begun early after the organization of the Junior High School in 1923. With the completion of the new building, Social Science was advanced to the ninth grade and General Science was offered to the pupils of the seventh and eighth grades. Manual training and mechanical drawing became definite parts of the curriculum. New textbooks were furnished for mathematics. A practical arts department was established. The completion of the auditorium made possible the development in both Senior and Junior High Schools many valuable auditorium activities:—moving pictures, lectures, entertainments, and assemblies conducted by both pupils and principals. The gymnasium met a long felt need, the development of physical education. This in brief is the record of twenty years. There is little in this development that is different or in excess of that which has taken place in other towns. However, it is such that the town of Andover and those who have taken part through those years may well be proud. Schools of Andover for years have ranked well. The present outlook is that there will still be a greater service that they may be able to render the school children.

Respectfully submitted,

HENRY C. SANBORN

*Superintendent of Schools*

## REPORT OF PRINCIPAL OF PUNCHARD SCHOOL

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*To the Superintendent of Schools and the Trustees  
of the Punchard Free School.*

Gentlemen :

I have the honor to submit my twenty-seventh annual report as Principal of the Punchard High School.

There have been more changes in administration during the past year than at any time for several school generations. The transfer of the ninth grade from the Senior to the Junior High School has relieved the crowded situation which for two years compelled us to hold double sessions daily, and the membership of about three hundred and fifty pupils is now well accommodated in our building with its capacity of four hundred. The lengthening of the school day is more apparent than real. While the session covers the time from eight-fifteen to two, thirty-five minutes are occupied by recesses which leave the net recitation time but little longer than in the former five-hour day. The adoption of a "Utility Period" was intended to serve for general assemblies of the school, meetings of organizations, and also to furnish opportunity for special conferences between teachers and pupils. It has served these purposes, but unfortunately we have had to use the period every day for some activity of the music department. The arrangement is unsatisfactory because the period is a short one of only thirty minutes, and the time required to go to the Music Room in the new building lessens it even more. The difficulty in working with high school pupils in music will always be that musical talent is not to be measured by the ordinary grading of pupils, and a glee club and orchestra must necessarily draw from many sections and classes.

On Tuesdays and Thursdays the time of the Physical Education teachers has been devoted wholly to Senior High School work. We have been able to arrange for every pupil in the school to have



a period in the gymnasium on each of these days. The interest shown and the results already obtained have been most creditable to the instructors. Afternoons when basketball and other games of a voluntary nature have been played, both gymnasiums have been occupied so constantly that the pupils have had to be sent home in order to close the buildings.

The auditorium has proved a great blessing. After two years during which it was impossible to gather the school as a unit, we have found that the weekly assemblies have improved morale and fostered unselfish school spirit. Several lectures have been held during the weekly Assembly Period.

The Athletic Association has enjoyed a successful year. The partial enclosure of the playstead field has made a very considerable difference in the receipts for the football games, and we expect to be able to get some income from baseball. At this writing it is too early to tell what effect basketball will have on our athletic budget, but apparently it will be at least self-supporting. A detailed report of the Athletic Association finances will be found in the February number of the *Punch Harder*.

An innovation, the past term, has been the formation of a Service Club. We want to recognize the helpful and unselfish service rendered by many of our pupils to the school in less spectacular ways. Just what form this recognition will take is still a matter of discussion, but probably a special letter will be awarded to those who qualify.

The school paper has had a season of marked success. Edited and published by the students, it has received favorable comment from widely separate sources. Happily the management is able to report a considerable balance at the end of the year.

Three new prizes were awarded at the graduation last June. An account of their purposes and donors will be found in the prize list published in the School Committee Report. The anonymous award for the Senior girl who has done the most for the school, first offered in 1934, was revealed as the gift of Miss Margaret Hinchcliffe, Punchard '17, long connected with the School

Department as instructor in the Domestic Arts. Miss Hinchcliffe's death removes a loyal alumna, and a teacher whose devotion to the school was remarkable.

The resignation of Mrs. M. E. Stevens, for eighteen years the head of our Mathematics Department, took from our staff an inspiring teacher whose thorough work bore fruit in the lives of many of her pupils. While we deeply regret her withdrawal from the school, we are glad that she is still a member of our community.

We are heartily grateful for the improvement in our physical equipment, and are proud of our new rooms and delight in their use. There still remains, however, the problem of some standardization for the members of the school which shall be fair to all concerned. At present we give a diploma after four years to all who have earned seventy-two credits, regardless of subjects taken or difficulty of achievement in these subjects. In our effort to be democratic, I think we have gone too far and have done injustice to the better pupils and perhaps have misrepresented the intellectual achievements of the poorer ones. We have an obvious duty to provide work for various types of mind, but as soon as it is possible to determine to which class of mental ability an individual pupil belongs, we should segregate the classes and not hold back the active student who is capable of hard thinking and make him keep pace with his slower classmate. This is not to place one kind of ability over another. Each has its place in the world, and each should find its training ground in our school; but the curriculum for each type should be kept distinct from the others, with the chance of transfer from one group to another when experience warrants it.

Respectfully submitted,

NATHAN C. HAMBLIN



## REPORT OF THE CONTINUATION SCHOOL

---

*To the Superintendent of Schools.*

Dear Sir:

I herewith submit my annual report as Director of Andover Continuation School.

Registration: Nine boys and twenty-four girls were registered from August 31, 1935, to August 31, 1936, and six boys and thirteen girls were registered from August 31 to December 31, 1936.

Attendance: The percent of attendance for both boys and girls for the year 1935-36 was 90.84.

Sessions: The amount of time allowed is the same as last year but classes are held Tuesday afternoon.

Records: All Continuation School records were approved by the Massachusetts Department of Education.

Production: The value of production for both boys and girls was as follows:

Girls	\$265.16
Boys	141.80
	<hr/>
	\$406.90

Maintenance:

Cost of School for year 1935-36	\$583.32	
Amount allowed by State for overhead expenses	129.00	
	<hr/>	\$454.32

Received from:

Smith Hughes Fund	225.04	
Reimbursement from State	291.66	
Materials	3.25	
Value of work done by pupils for school department		
Boys	28.25	
Girls	10.50	
	<hr/>	558.70

Net income to Andover for Maintenance of schools	104.38
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A detailed explanation showing that the financial statements are obtained from Continuation School records as must be kept by the school was given in the 1933 report, and the same applies to the above figures. Therefore, instead of \$104.38 income to Andover for maintaining the school as is shown on our records, the town treasurer received \$291.66 from the State and \$225.04 was received from the Smith-Hughes fund.

Respectfully submitted,

CARL M. GAHAN, *Director*

## REPORT OF THE HEALTH DEPARTMENT

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Mr. Henry C. Sanborn  
Superintendent of Schools  
Andover, Massachusetts

Dear Sir:

I herewith submit my annual report as school nurse in the public schools of Andover.

At the outset, I wish to express my deep appreciation of the beautiful health unit in the New Junior High School, which has been placed at the disposal of the school health activities. The rooms are so conveniently located and completely outfitted that it is a joy to work in them. The clinic-room has been used each day with a very few exceptions by Dr. Blake in his physical examinations of about eight hundred pupils of the senior and junior high schools. This examination of the more advanced pupils, especially in regard to heart action, was an innovation demanded by gymnasium activities and probably will not need to be done so thoroughly each year. However, no work done for our two new physical education teachers is begrudged. We have deplored the lack of them all these years. With the addition, too, of a part time teacher for the younger grades, so very kindly sponsored by the local Parent Teacher Association, we feel indeed that there is not much more to be asked for in that line.

Our Chadwick Clinic carried on by the State Department of Public Health last year for the second time offered the free services of its specialists to the children of the sixth, ninth and eleventh grades. This clinic uses the only infallible means of discovering tubercular infection—namely a skin test, X-ray and a physical examination, and this, at an age when wise home care and continued observation are all the treatment needed as a rule. It seems incredible that any parent should not appreciate this service and if it were possible a very interesting study might be made of the various reactions. Fifty-two percent brought consents from

home, twenty percent of these needed X-rays and finally only three were found who needed to be kept under observation. These results are so reassuring that we wish it might have been one hundred percent response. As Dr. Caron told us in his talk the other day, it is so much easier to prevent tuberculosis than to cure it.

The spring months were filled with the usual routine. Efforts were made to have parents register their pre-school children early in the spring, at that time urging them to have an early vaccination and correction of defects. The Well Baby Clinic at the Guild during the summer months advertised free vaccination and examination. Child Health Day was again a Game day in the schools through the town instead of using a formal program. If a place on this program might be given to a group of pre-school children who have had defects corrected, it might be an incentive to mothers to give this matter their early attention.

The State Mental clinic held in May made about thirty-five home visits necessary in order to secure a detailed account of each child's family history and personal development from birth.

The fall months have been very busy ones, for routine visits to the other schools could be made only after Dr. Blake had finished his high school examinations each morning. The schools have been unusually free from epidemics of contagious disease; most unusual of all, only once has a case of scarlet fever been reported and only with scattered cases of whooping cough, mumps and chicken pox, a great many colds the first month or two of school. A two-day attendance at a health institute on "Contagion" warned nurses that experience had proved that it was almost impossible to control epidemics of contagious diseases among school children, because no matter how strict the quarantine at school might be, it was counteracted by laxness in quarantine at church, movies, and social activities and that the nurse's time and energy could be used to greater advantage in trying to protect babies and small children from contact with sick school children. The nurses at once recognized the good sense of this suggestion.

Attendance at the monthly meetings of the Red Cross nursing

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committee has been amply repaid by the sincere interest shown by the members in relief problems which are constantly arising. So children are fitted to glasses, have tonsils removed, teeth given dental care, receive clothing, shoes, overshoes, are given free lunches at noon and daily bottles of milk for recess, all through the kindness of this committee. In fact, I cannot recall through many years that any request of mine for help for some needy child was ever refused.

Respectfully submitted,

EDITH MORETON, *School Nurse*



## REPORT OF THE PRACTICAL ARTS DEPARTMENT

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*To the Superintendent of Schools*

Dear Sir:

I have the honor to submit my eighteenth annual report as Head of the Practical Arts Department.

### NEW QUARTERS

The new quarters for practical arts present advantages to the pupils of Andover superior to anything that has ever been offered them in the past.

The facilities now available make possible a most desirable broadening of the curriculum and co-ordinating of the various industrial branches which it has been necessary in the past to offer as separate units. This unifying has been made possible by the erection of the New Junior High School building, in which quarters for the main shop-room, mechanical-drawing room and special room were provided.

### EQUIPMENT

Tools and power machines were selected by the head of the department for the new quarters at the request of the architect and Building Committee.

As has been the custom in the past, pupils, in addition to their regular routine work, used as projects the design and construction of all work benches, tool cabinets and other shop equipment. An opportunity was given some of the pupils by Mr. Robertson, engineer for the building committee, to benefit by the experience of applying a patent finish to the new shop floor. All equipment was placed in the new shop for the September opening.

### CO-ORDINATING OF THE DEPARTMENT

The excellent organization of the New Junior High and Punchard High schools, the modern rooms and equipment, and the addition of a part-time assistant, Mr. Blanchard, in the shop for



two periods a day, and the combining of the shop and mechanical-drawing courses taught by Miss Bailey, are all working in accord with gratifying results. The course gives promise of developing into one of the best of its kind and size.

The head of this department developed a practical arts syllabus in detail for use in the Junior High school, by request of Mr. Sherman. It aimed to cope with modern diversified situations, progressing from traditional paths to give a variety of the fundamental industrial trade practices and methods. Since September the syllabus has been followed and objectives have been satisfactorily attained in the various classes. Copies of this syllabus were submitted to the school department in June.

The enrollment for shop work at the close of the fall term was as follows: seventh grade boys, seventy-two; eighth grade boys, seventy; ninth grade practical arts boys, thirteen. Because of the schedule it was necessary to divide the usual double period a week for seventh and eighth grades between the two shops.

In mechanical drawing there are sixty-six eighth grade boys and forty ninth grade boys in the three commercial classes.

Eleven boys and seven girls are enrolled in the 7-6 classes taught by Mrs. Espey. This class has done commendable hand-work this year. Although of an elementary nature, it has included bookbinding, woodwork, metal work, ring-making and designing for the entire class, besides sewing for the girls.

The excellent co-operation of the teachers has resulted in successfully carrying out the aims and objectives as outlined in detail in the syllabus.

In addition to the work outlined in this syllabus, considerable work has been done for the school department this fall and a shop prepared for pupils in a room in the basement of the Punchard High School.

#### PUNCHARD HIGH SCHOOL

The enrollment for shop work at the close of the fall term was eighty-five pupils and for mechanical drawing thirty-three pupils.

Because of lack of time it has been necessary to reduce the number of periods given to high school to four periods a day, and this includes their short utility period. This lessening of periods is to be regretted for this is the age when the boy begins to make great progress. However, this seemed to be the only solution for this year. It is planned by the executive department to continue the practical arts classes of the ninth grade into Senior High school next September. This will require two more periods a day for both shop and mechanical drawing classes.

As Mr. Blanchard gives most of his time to science in the Junior High School and will probably give more next year, a full time teacher will be needed.

The work done for the school department by the practical arts department pupils during this year has been greater than at any other time. This was due to the needs of the various departments in the Junior High and High School. Many expensive jobs were done by the boys. Some of the most important during the fall term were: building partitions under the stage, making four rooms for storage purposes; installing doors in the locker rooms; a cafeteria sign; wall cabinets; and gymnasium games and equipment, besides repairing school furniture. The quantity of work has increased and the quality has improved due largely to the modern equipment.

### EXHIBITION

The day of public inspection at the Junior High School, there was an exhibition of pupils working on projects showing the advantages of the new machines, tools, and benches. The drawing room and equipment were also displayed. This exhibition was gratefully received by the visitors who showed their interest by attending in large groups throughout the afternoon and evening hours.

Respectfully submitted,

CARL M. GAHAN

## REPORT OF THE ATTENDANCE OFFICER

### *To the Superintendent of Schools*

I hereby submit the following report for the year 1936.

Number of cases reported . . . . .	30
Number of cases investigated . . . . .	30
Number of truants . . . . .	9
Number of absences with legal excuse . . . . .	0
Number absent because of sickness . . . . .	11
Number absent for lack of clothing . . . . .	1
Number absent to help at home . . . . .	7
Number absent for other insufficient reason . . . . .	2
Number of cases prosecuted . . . . .	0
Number of visits to factories . . . . .	2

HERBERT LYLE

*Attendance Officer*

### BUILDINGS

No.	Valuation	School	1935		1936	
			No. of Pupils	Cost per Pupil	No. of Pupils	Cost per Pupil
1	\$130045	Punchard High School	507	103.74	350	113.54*
2	350000	Junior High School			485	113.54*
3	58320	Stowe	307	97.48	158	82.13
4	87370	John Dove & S. C. Jack.	369	82.43	246	82.13
5	156000	Shawsheen	191	83.44	158	82.31
6	54300	Bradlee	109	70.98	86	75.54
7	33750	Indian Ridge	78	82.24	67	91.44†
8	6860	West Center	56	83.28	64	73.96
9	8900	North School	12	125.86	18	90.44‡

Average cost per grade pupil \$93.62

\*The increase of cost per pupil in the Senior and Junior High Schools is due to the development of the Physical Training department, reorganization of the school system, and the use of the new buildings.

†The increase in cost per pupil at Indian Ridge is due to shingling the building last summer.

‡The decrease at the North School is due to increased enrollment.



# **APPENDIX**

## SCHOOL CALENDAR

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1937

### SPRING TERM—Eight Weeks

March 8, Monday	Third term begins
April 16, Friday	Barnard Prize Speaking
April 19, Monday	Patriots' Day, Holiday
April 30, Friday	Third term ends

### RECESS—One Week

### SUMMER TERM—Seven Weeks

May 10, Monday	Fourth term begins
May 14, Friday	Lincoln Spelling Contest
May 31, Monday	Memorial Day, Holiday
June 15, Tuesday, 8:00 p. m.	High School Graduation
June 23, Wednesday	Class Day Exercises
June 25, Friday	Fourth term ends

### FALL TERM—Fifteen Weeks

September 8, Wednesday	
High and Junior High	First term begins
September 13, Monday	
Other Schools	First term begins
October 12, Tuesday	Columbus Day, Holiday
November 11, Thursday	Armistice Day, Holiday
November 25, Thursday	Thanksgiving Day, Holiday
November 26, Friday	Thanksgiving Recess
December 17, Friday	Goldsmith Prize Speaking
December 23, Thursday	First term ends

### RECESS—One Week

1938

### WINTER TERM—Eight Weeks

January 3, Monday	Second term begins
February 22, Tuesday	Washington's Birthday, Holiday
February 25, Friday	Second term ends

### RECESS—One Week



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 SPRING TERM—Eight Weeks

March 7, Monday	Third term begins
April 15, Friday	Barnard Prize Speaking
April 19, Tuesday	Patriots' Day, Holiday
April 29, Friday	Third term ends

## RECESS—One Week

## SUMMER TERM—Seven Weeks

May 9, Monday	Fourth term begins
May 13, Friday	Lincoln Spelling Contest
June 14, Tuesday, 8:00 p. m.	High School Graduation
June 22, Wednesday	Class Day Exercises
June 24, Friday	Fourth term ends

**ATTENDANCE BANNER WINNERS**


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<i>Month</i>	<i>Teacher</i>	<i>School</i>	<i>Pct.</i>
January		Punchard	97.1
February	Miss McGraw	S. C. Jackson	98.7
March	Miss Conant	John Dove	98.5
April	Mrs. Donald	Shawsheen	99.4
May	Miss Kyle	Indian Ridge	98.9
September	Miss Kyle	Indian Ridge	99.3
October	Mrs. Dodson	Indian Ridge	99.9
November	Mrs. Dodson	Indian Ridge	99.2
December	Miss Brown	Indian Ridge	98.9

# TEACHERS

JANUARY 1, 1936—JANUARY 1, 1937

SCHOOL	GRADE	NAME	ADDRESS	First Election	Resig- nation	EDUCATION
PUNCHARD	Principal	Nathan C. Hamblin	117 Chestnut St.	1910		Harvard University
	Science	Eugene V. Lovely	Allen Court	1911		Bates College and B. U.
	History	Joseph B. Doherty	Harding Street	1933		Boston College
		Charles A. Gregory	Whittier Street	1924		Bates College
		William McDonald	Chestnut Street	1930		Boston College
	English	Mary L. Smith	Central Street	1930		Smith College
		Lilian J. Fox	Porter Road	1920		Radcliffe College
		Emma G. Carter	1 Punchard Avenue	1924		Mt. Holyoke College
	Mathematics	Gertrude Berry	174 High Street	1923		Jackson College
	Business	Mervin E. Stevens	37 High Street	1923		Springfield Tech
		Agnes V. Dugan	Maple Avenue	1932		Salem Normal and B. U.
		Marion Macdonald	Morton Street	1934		Salem Normal
	Latin	Helen C. Munroe	24 High Street	1930		Radcliffe College
	Modern Language	Helen DeM. Dunn	Elm Street	1914		Radcliffe College
		Marjorie Smith	Porter Road	1926		Radcliffe College
		Kenneth L. Sherman	Main Street	1935		U.S. Naval Academy—B. U.
	Principal	Dorothy C. Trott	Central Street	1934		Boston University
	English	Beatrice Stevens	High Street	1935		Salem Normal and B. U.
		Nancy Hird	Salem, N. H.	1919		Plymouth Normal
		Cecilia Derrah	26 Summer Street	1911		Salem Normal
	Social Science	Rita Atkinson	24 High Street	1924		Truro Normal
		Mabel Marshall	38 Whittier Street	1934		Boston University
		Elizabeth Stephan	Chestnut Street	1936		Boston University
JUNIOR HIGH	Latin	Ida M. Grover	Harding Street	1933		Boston University
		Bernice Stimpson	17 Summer Street	1913		Gorham Normal
		Evelyn Parker	38 Florence Street	1927		Keene Normal and B. U.
	Mathematics	Evelyn Oliver	Summer Street	1936		Salem Normal
	Business	Milton Blanchard	Main Street	1936		Wentworth Institute
		Benjamin Dimlich	Salem Street	1936		Bates and Springfield Col.
		Edna Marland	Bartlet Street	1936		Tufts
	Cadet	Alberta Espey	61 Elm Street, Methuen	1923		Fitchburg Normal
	Special					

# TEACHERS — Continued

JANUARY 1, 1936—JANUARY 1, 1937

SCHOOL	GRADE	NAME	ADDRESS	First Election	Resig- nation	EDUCATION
JOHN DOVE AND S. C. JACKSON	Principal—V	Catherine Barrett	102 Chestnut Street	1924		Salem Normal
	VI	Eunice Stack	20 Summer Street	1921		Salem Normal
	VI	Bessie Conant	13 Chestnut Street	1924		Aroostook Normal
	V	Helen Sargent	Main Street	1929	1936	Castine Normal
	V	Nola Porter	Summer Street	1936		
	IV	Alice Stack	20 Summer Street	1923		Salem Normal
	III-IV	Mary Burke	Bartlet Street	1933		Lowell Normal
	III	Helen McGraw	28 Maple Avenue	1926		Gorham Normal
	II	Irene Wells	116 Main Street	1935		Framingham Normal
	I-II	Adele Duval	20 Wolcott Avenue	1898		Winona (Minn.) Normal
SHAWSHOEN	I	Etta Larkin	Chapman Avenue	1935		Bridgewater Normal
	Special	Margaret B. Tate	Main Street	1933		Vassar College
	Cadet	Eleanor Ward	Argilla Road	1935		Lowell Teachers' College
	Principal VI	Anna Harnedy	24 Summer Street	1920		Lowell Normal
	V	Vera Thurston	57 Elm Street	1926		Framingham Normal
	IV	Katherine Ballard	83 Pine Street	1927		Framingham Normal
	III	Edith Donald	Carisbrooke Street	1927		Mt. Holyoke College
	II	Mary Leary	Washington Avenue	1928		Lowell Normal
	I	Ethel B. Anderson	37 Lowell Street	1921		Keene Normal
	Principal V-VI	Jane Fitzhenry	Cambridge, Mass.	1929		Machias (Maine) Normal
BRADLEE	III-IV	Mina Noyes	Lovejoy Road	1928		Salem Normal
	I-II	Mabel Lamb	Chestnut Street	1935		Fitchburg Normal
	Principal—I-II	Jessie P. Brown	45 Bartlet Street	1914		Brandon Training School
INDIAN RIDGE	III-IV	Lena Dodson	Cuba Street	1935		Salem Normal
	V-VI	Dorothy Kyle	Elm Street	1934		Lowell Normal
	Principal—III-IV	Georgianna Hilton	Lowell Street	1921		Smith College
WEST CENTER	I-II	Betty Hird	Salem, N. H.	1931	1935	Plymouth Normal
	I-II	Helen Pickard	Shawsheen Road	1936		Bridgewater Normal
	I-VI	Mary Collins	Union Street	1935		Lowell Normal
NORTH	Manual Training	Carl M. Gahan	106 Chestnut Street	1919		Gorham Normal and B. U.
	Domestic Science	*Margaret Hinchcliffe	3 Highland Road	1923	1936	Framingham Normal
		Madeleine Kimball	Avon Street	1936		Framingham Teachers' Col.
SUPERVISORS	Drawing	Alice Oliff	Carmel Road	1932		Mass. School of Art
	Drawing	Mary Bailey	46 Chestnut Street	1932		B. U. Art School
	Music	Miriam Sweeney	Central Street	1926		Lowell Normal
	Physical Education	Donald D. Dunn		1936		Springfield College
		Frances Collins	Summer Street	1936		

\*Deceased

## ATTENDANCE STATISTICS

SCHOOL	GRADE
PUNCHARD . . . . .	High . . . . .
STOWE JUNIOR HIGH . . . . .	VIII . . . . .
	VII . . . . .
JOHN DOVE . . . . .	Special . . . . .
	VI . . . . .
	VI . . . . .
	V . . . . .
	V . . . . .
	IV . . . . .
	III-IV . . . . .
	III . . . . .
	II . . . . .
	I-II . . . . .
SHAWSHEEN . . . . .	I . . . . .
	VI . . . . .
	V . . . . .
	IV . . . . .
	III . . . . .
	II . . . . .
	I . . . . .
BRADLEE . . . . .	V-VI . . . . .
	III-IV . . . . .
	I-II . . . . .
INDIAN RIDGE . . . . .	V-VI . . . . .
	III-IV . . . . .
	I-II . . . . .
WEST CENTER . . . . .	III-IV . . . . .
	I-II . . . . .
NORTH . . . . .	I-VI . . . . .

# 1935-1936

ENROLLMENT							Total Membership	Average Membership	Average Attendance	Percent of Attendance
Boys	Girls	Total	5 to 7 years	7 to 14 years	14 to 16 years	Over 16 years				
219	284	503		48	258	197	514	478	458	97.7
64	78	142		104	37	1	145	135	130	96.
88	74	162		138	22	2	171	161	153	95.4
10	4	14		13	1		17	13	12	92.2
13	30	43		43			46	40	37	94.7
25	10	35		33	2		37	29	29	96.2
15	25	40		40			40	39	37	93.5
24	18	42		42			45	37	35	95.2
20	19	39		39			40	39	37	95.
16	16	32		32			33	30	29	95.5
15	15	30	30				31	28	26	94.6
16	20	36	15	21			38	36	34	93.3
15	13	28	25	3			32	26	23	90.
14	7	21	7	13			23	22	20	92.4
15	23	38		38			38	37	36	96.
19	5	24		24			25	23	22	94.8
18	14	32		32			33	32	30	94.3
19	14	33		33			35	31	30	95.1
20	19	39	10	29			45	38	35	93.4
15	11	26	24	2			28	23	21	90.5
18	23	41		41			42	39	37	95.
18	19	37		37			40	38	37	95.
20	14	34	16	18			36	27	26	93.1
6	14	20		20			34	30	29	97.1
16	6	22		22			24	23	21	93.8
10	13	23	14	9			27	24	23	94.
16	11	27		27			30	26	25	95.
17	12	29	15	14			31	97	26	94.
7	5	12	4	8			12	11	11	97.2
788	816	1604	160	923	320	200	1692	1612	1469	94.4



## PRIZE AWARDS

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The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, John Moynihan '36.

Second, twelve dollars, Katherine McGlynn '36.

Third, eight dollars, Ellen Bailey '36.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girl's prize, five dollars, Virginia Batcheller '38.

Boy's prize, five dollars, Robert Bissett '38.

The M. E. Gutterson botanical prizes:

First, five dollars, Eleanor Daniels '37.

Second, three dollars, Patricia Holt '37.

The Shipman prizes for excellence in first year Latin:

The Parker Memorial Prize to the member of the Senior Class who has won his "P" twice, and has stood highest among the athletes in scholarship:

Ten dollars, William Pomeroy '36.

Prize founded by Dr. Conroy to member of the Freshman class making the greatest improvement during the year:

Five dollars, Mary Hagopian '39.

Prize founded by Dr. Conroy for the best impromptu essay by a Senior:

Five dollars, John Moynihan '36.

Harvard Club Prize Book to a junior boy in the College Preparatory Course:

Andrew Innes '37.

Post No. 8, American Legion Prize for excellence in the study of The Constitution of The United States:

Five dollars, Charles Lovely '36.



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An anonymous prize to the senior girl who has done the most for the school.

Twenty-five dollars, Flora Raidy.

Medal of the Massachusetts Society of the Sons of the American Revolution for Excellence in the Study of U. S. History.

Lincoln Morrison '36.

The prize offered by Dr. Nathaniel Stowers for a tribute to Andover in 100 words or less.

Five dollars, Marilyn Lewis '23.

A prize offered by Wm. Doherty and awarded to that member of the Senior Class who in the judgment of the headmaster has best exemplified high ideals of character and unselfishness in the furtherance of the interests of the school.

Five dollars, Gertrude Walker '36.

## LINCOLN SPELLING MATCH PRIZES

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### GENERAL PRIZES

First, Preston Wade  
Second, Elinor Houston  
Third, Elinor Rafton

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### GRADE PRIZES

#### GRADE VIII

First, Elinor Houston  
Second, Eleanor Gorrie

#### GRADE VII

First, John White  
Second, Elinor Rafton

#### GRADE VI

First, Muriel Fone  
Second, Pauline MacMackin

#### GRADE V

First, Richard Sellars  
Second, Emily Livingston

## SEVENTY-SEVENTH COMMENCEMENT EXERCISES

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PROCESSIONAL—Priests' March—from "Athalia" . . .	Mendelssohn
ORCHESTRA	
MUSIC—Venetian Summer Night . . . . .	<i>Moszkowski</i>
GIRLS' GLEE CLUB	
PRAYER . . . . .	REV. NEWMAN MATTHEWS
	Trustee
SALUTATORY AND ESSAY—My Favorite Story Book Characters	
	ISABEL WHITE MACLAREN
ESSAY—What A High School Education Means . .	KATHERINE MCGLYNN
MUSIC—A Night in June . . . . .	<i>Targett</i>
GIRLS' GLEE CLUB	
ESSAY—Life in a Small Town . . . . .	PATRICIA MICHELE LOWRY
ANNOUNCEMENT OF CLASS GIFT . . .	WILLIAM DUNCAN POMEROY
	Class President
PRESENTATION OF PRIZES . . . .	PRINCIPAL NATHAN C. HAMBLIN
ESSAY AND VALEDICTORY—"Choose Ye, Therefore"	
	JOAN WINSLOW MOODY
PRESENTATION OF DIPLOMAS . . . .	REV. CHARLES W. HENRY
	President of the Trustees

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### PUNCHARD ODE

Our dear Alma Mater, afir Punchard, all hail—!  
In faith ever filial and true,  
Our pledge of a love for thee never to fail,  
Again hand in hand we renew;  
To thee in the spirit and light of the hour,—  
This oasis green of our way,—  
All gemmed with bright stars of our hope in the flower,  
We bring a fresh garland to-day.

WILLIAM G. GOLDSMITH

## APPENDIX

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### DIPLOMA STUDENTS

#### CLASS OF 1936

Helen Albers	Charles Vernon Lovely
Dorothy Eunice Bacon	Patricia Michele Lowry
Ellen Ann Bailey	Isabel White Maclaren
Barbara Batcheller	Alma MacTammany
Dorothy Lillian Boddy	Robert Lightfoot Maxwell
Grace Lincoln Boyce	Evelyn Katherine McCarthy
Kellogg Boynton, Jr.	George Oliver McClellan
David Beattie Brown	Katherine McGlynn
Barbara Constance Cameron	Joan Winslow Moody
Sherman Edwin Carr	John Bernard Moran
John Lund Cederberg	Wilfred David Moriarty
Frances Ella Chase	Lincoln Wildes Morrison
Douglas Robert Crocket	John Cornelius Moynihan
Ruth Evelyn Crossley	Walter Francis Muller
Everett Curtis Dearborn	Mary Frances Pasho
Harold Dennison	Allen Tyler Perry
Henry Armour Dobbie	James Daniel Platt
Alice Ellen Donovan	William Duncan Pomeroy
Frank Mitchell Druin	George Alton Porter
Elizabeth Cobb Eastman	Mary Ward Putnam
Thelma Irene Eaton	Flora Ellen Therese Raidy
Blanche Elizabeth Farnsworth	Arlene Estelle Rutter
Irene May Forbes	Francis Xavier Ryan
Marjorie Elizabeth Forbes	Harriet Walker Sellars
Esther Francis	Florence Serio
Doris Eleanor Goff	John Sheehy
George Davies Gorrie	Richard Arthur Sherry
John MacKenzie Greenhow, Jr.	Nellie Anne Smith
Anna Marie Jondal Haakonsen	Kerr Alexander Sparks, Jr.
Robert Lowe Hackney	Evelyn Verrill Spinney
John Edward Haggerty	Anna Elizabeth Stone
Arthur Blaise Harkin	Rita Ellen Sweeney
John Andrew Higgins	James Thomson
Elsa Anna Augusta Hillerstrom	Gertrude Elizabeth Walker
Pauline Howe	Lillian Elsie Wallace
Pauline Edna Kingston	Howard Archie West
Virginia Anneeda LeLacheur	Barbara Helen Whitaker
Rita Virginia Levi	Walter Chisholm Wilson, Jr.
James Francis Levis	Janice Marion Zerbe

George Eno Zink

TOWN OF  
ANDOVER, MASSACHUSETTS

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ANNUAL REPORT  
OF  
THE SCHOOL COMMITTEE



FOR THE YEAR

1937

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ANDOVER, MASS.  
SMITH & COUTTS CO.

1938

1877

1877

1877



1877

1877



Andover, Mass., Feb. 1, 1938

The School Committee voted to adopt the report of the Superintendent as its report for 1937.

ELMER J. GROVER

*Secretary*

## SCHOOL COMMITTEE

FREDERICK C. SMITH, <i>Chairman</i>	Term expires 1938
Canterbury Street	
MRS. ANNIE S. ANGUS	Term expires 1938
Main Street	
MISS MARY E. C. GEAGAN	Term expires 1938
Ballardvale, Mass.	
DR. NATHANIEL STOWERS	Term expires 1938
Main Street	
ELMER J. GROVER	Term expires 1939
11 Florence Street	
ARTHUR R. LEWIS	Term expires 1939
Lowell Street	
JOHN M. ERVING	Term expires 1940
61 Salem Street	
HERBERT P. CARTER	Term expires 1940
181 Lowell Street	
WILLIAM A. DOHERTY	Term expires 1940
Harding Street	

*Superintendent of Schools*

HENRY C. SANBORN  
Porter Road  
Telephone: Office 348-W; Residence 1023

*Clerk*

WILMA F. CORLISS  
Osgood Road

### Principals' Clerks

MARY A. WINKLEY	EVELYN E. RUTTER
Carmel Road	11 Carlisle Street

## GENERAL COMMITTEES

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### *Financial and Advisory*

FREDERICK C. SMITH, *Chairman*

JOHN M. ERVING

MISS MARY E. C. GEAGAN

### *Teachers*

MRS. ANNIE S. ANGUS, *Chairman*

HERBERT P. CARTER

DR. NATHANIEL STOWERS

### *Buildings, Grounds, and Equipment*

WILLIAM A. DOHERTY, *Chairman*

ARTHUR R. LEWIS

ELMER J. GROVER

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### SCHOOL PHYSICIAN

Philip W. Blake, M.D., Main St.

### SCHOOL NURSE

Edith M. Moreton, Melrose, Mass.

### DENTAL HYGIENIST

Margaret V. Cronin

Center St., Ballardvale

### ATTENDANCE OFFICER

Herbert Lyle

Woburn Street, Ballardvale

### CONTINUATION SCHOOL

*Director*, Carl M. Gahan

*Assistant*, Madeleine Kimball

## JANITORS

### Central Plant

Head Janitor

Assistants

Fred Collins, 36 Summer Street

Percy Crosby, Allen Court

Edward Doyle, Holt Road

William Snyder, Baker's Lane

William Stirling, Cuba Street

Edward O'Hagan, Baker's Lane

Alexander Dick, Cuba Street

Gavin McGhie, Ballardvale

Henry Todd, Poor Street

Franklin B. Collins, Salem St.

Mrs. Alma Shiers, North Street

### Fireman

Indian Ridge School

Bradlee School

Shawsheen School

West Centre School

North School

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## COMMITTEE MEETINGS

The first Tuesday of each month, excepting the months of March, July and August, at 7:30 p. m., in the School Committee Rooms, Punchard High School.

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## SUPERINTENDENT'S OFFICE HOURS

8 to 8:30 a. m.; 4 to 5 p. m., on school days.

7 to 7:30 p. m., Tuesdays, Fridays.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7:15 o'clock in the morning, there will be no session of the Punchard School and the Junior High. When the signal is given at 8 a. m. there will be no session of the grades below the Junior High School in the forenoon, and when it is sounded at 12:30 p. m., these grades will have no session in the afternoon. Should the same signal be heard at 8:30 a. m. or at 1 p. m. there will be no session of the first three grades.

Signal will be given at Lowell Junction from the Watson and Park plant and information will be broadcast on WLAW.

## FINANCIAL STATEMENT

For the year ending December 31, 1937

### GENERAL EXPENSE

#### Salaries:

Superintendent	\$4123.70
Attendance Officer	100.00
Clerk	797.25
Office Expenses	578.41

\$ 5599.36

### EXPENSE OF INSTRUCTION

#### Supervisors:

Salaries and other expenses	\$ 1020.11
Principal: High	3342.66
Junior High	2939.46

#### Teachers:

Elementary	40359.29
Junior High	37090.76
High	32392.24

117144.52

#### Textbooks:

Elementary	1167.45
Junior High	989.40
High	1226.18

3383.03

#### Supplies:

Elementary	1106.72
Junior High	2896.93
High	2111.98

6115.63

### EXPENSE OF OPERATION

#### Janitors:

Elementary	5910.46
Junior High	3685.40
High	2982.32

12578.18

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Fuel:		
Elementary	3981.45	
Junior High	1758.74	
High	1128.05	
	<hr/>	6868.24

Janitors' Supplies:		
Elementary	1474.24	
Junior High	3369.57	
High	1278.68	
	<hr/>	6122.49

## MAINTENANCE

Repairs:		
Elementary	6099.74	
Junior High	336.65	
High	205.91	
	<hr/>	6642.30

## AUXILIARY AGENCIES,

LIBRARIES:		
Elementary	98.70	
Junior High	216.18	
High	204.77	
	<hr/>	519.65

Health:		
Elementary	2581.97	
Junior High	639.47	
High	502.66	
	<hr/>	3724.10

Transportation:		
Elementary	4067.50	
Junior High	5044.45	
High	3542.75	
	<hr/>	12654.70



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 MISCELLANEOUS

Tuition :		
Elementary	65.00	
Junior High	69.20	
High	704.38	
	<hr/>	838.58

Sundries :		
Elementary	1082.04	
Junior High	260.42	
High	200.59	
	<hr/>	1543.05

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 OUTLAYS

New Equipment	1245.92
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 SUMMARY OF RECEIPTS AND EXPENDITURES

Appropriation	\$185098.00
Total Expenditures	184979.75
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Balance	118.25

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 HOW THE SCHOOL DOLLAR WAS SPENT IN 1937
 

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	1936	1937
	Cents	Cents
Administration	3.4	3.6
Teachers' Salaries	62.8	62.8
Textbooks and Supplies	4.9	5.1
Janitors' Salaries	5.3	6.8
Fuel	4.4	3.7
Janitors' Supplies	2.5	3.3
Repairs	4.3	3.6
Health	2.2	2.1
Transportation	8.1	6.8
Sundries	2.1	2.2
	<hr/>	<hr/>
	100.	100.

## TRUSTEES OF PUNCHARD FREE SCHOOL

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MYRON E. GUTTERSON

FREDERIC S. BOUTWELL

REV. DONALD H. SAVAGE

HENRY G. TYER

REV. FREDERICK B. NOSS

REV. ALBERT C. MORRIS

C. CARLTON KIMBALL

EDMOND E. HAMMOND

*President*, REV. FREDERICK B. NOSS

*Clerk and Treasurer*, EDMOND E. HAMMOND

### *Visiting Committee*

MYRON E. GUTTERSON

REV. FREDERICK B. NOSS

REV. DONALD H. SAVAGE

REV. ALBERT C. MORRIS

### *Finance Committee*

HENRY G. TYER

FREDERIC S. BOUTWELL

EDMOND E. HAMMOND

C. CARLTON KIMBALL

### *Auditing Committee*

FREDERIC S. BOUTWELL

HENRY G. TYER

C. CARLTON KIMBALL

## REPORT OF THE SUPERINTENDENT OF SCHOOLS

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*To the School Committee of Andover,*

LADIES AND GENTLEMEN :

I have the honor to submit my twenty-second report which is the forty-eighth in a series of similar reports.

It is primarily the aim of this report to acquaint the citizens of the town with three conditions: first, those events which have brought about the school system as it exists at present; second, what the school system is and what it is doing; and third, a brief survey of the immediate future.

A fourth item considered in many localities, namely, that of selling the schools to the public, has very little bearing on the situation in Andover. Publicity is already taken care of through many interested and helpful organizations. Such organizations are uniformly ready to co-operate and aid the schools by word and deed. The efficiency of the schools themselves and the scholastic standing of the children who attend them are an ever present reminder of the vitality of our system. In addition, a capable teaching force, which cannot be excelled and hardly equalled, is always expressive in a quiet way of what is being accomplished. Furthermore, in Andover there is a highly intelligent citizenship which appreciates what the schools stand for and supports them by co-operation and actual financing. For these factors the administration of the schools, realizing as it does the good will and power in them, is duly appreciative. They make Andover a pleasant town to work in, where superintendent, principals and teachers may work together to attain high ideals in education.

*The Conditions which have helped in the development of the present school system.*

These, of course, have been outlined in previous reports but may be briefly reviewed at this time.

The Junior High School idea started when the seventh and

eighth grades were united under the efficient leadership of Miss Clara A. Putnam in the Stowe School. The idea expanded and grew with the demand for a broader and fuller curriculum, better adapted to the age of the children in these years and the ninth year of school life. Under Miss Putnam the school expanded in its curriculum and social life until finally the State in 1923 recognized the school as a Junior High School. Then there were only two grades, the seventh and eighth. Increased enrollment and increased demand for a fuller curriculum led to the construction of the new Junior High School building. On the retirement of Miss Putnam, Mr. Kenneth L. Sherman was elected as Principal. In 1936 the schools were entirely reorganized and the new Junior High School, under the skilful management of Mr. Sherman, has been fully developed.

At this time the organization became what is known as a 6-3-3 plan. Six years of school life remained in the elementary school; three in the junior high school; and three in the senior high school. The work of the first six grades has not materially changed. A feeling that school children were not being trained in the principles of the government and the social life of their environment has constantly grown and placed larger and graver responsibilities on the school system. In other words, the curriculum has been socialized. All methods of teaching try now to give the children experiences which will be similar to those which they will meet in the community of which they are a part. This has not resulted in greatly changing the material which is taught in the various courses, but simply in requiring a different method of presentation. The idea of socializing the schools has been further carried out through assemblies, clubs, and other features which are held in the various schools from week to week. Both Mr. Hamblin and Mr. Sherman, in their reports, amplify this phase of school development.

Increased enrollment in classes of the senior and junior high schools has been discussed at length in other articles referring to the schools. Two factors were involved. The legislature and eco-

conomic conditions are keeping children in school to a much more advanced age. This larger group is far more scattered in its interests and abilities than the high school group of twenty years ago. The above conditions have made necessary an entirely new curriculum with new buildings and new equipment. Today, Andover has modern, up-to-date schools.

*The second part of this report will deal with what our school system is and what it is doing.*

### WHAT OUR SCHOOL SYSTEM IS

In Massachusetts, the compulsory age for school attendance is from seven to fourteen years, with an additional two years when the minors are not employed. In Andover, children may attend younger than this and remain in school much beyond the legal age. This is probably true in all communities in Massachusetts. At present, children may enter school on or before the first day of January or in accordance with the rule of the School Committee adopted January 4, 1938, "children who will be six on or before the first day of the following March may be admitted to the first grade if they pass a test showing that they have a maturity equal to that of a child six on or before the first of January. The testing is to be done by someone outside the School Department at the department's expense."

The children in the public schools at the time of writing are housed in ten school buildings. The North, West Center, Indian Ridge, Bradlee, Shawsheen, S. C. Jackson, John Dove, and Stowe Schools enroll seven hundred and sixteen pupils in grades one to six; Junior High School, four hundred and fifty-one in grades seven to nine; and Punchard High School, three hundred and eighty-seven in grades ten to twelve. The Punchard High School was built in 1917 to accommodate four hundred pupils; the Junior High School in 1935, to accommodate five hundred pupils. All children above the sixth grades are housed in the two high school buildings. These buildings are modern and furnished with the



latest and approved equipment. The gymnasium, auditorium and cafeteria are used by both senior and junior high schools.

Owing to the geographical location of the center of population in the eastern section of the town, it becomes necessary to transport many of the children. The distance to the western boundary of the town from the high schools is approximately six miles. The children from the rural sections are transported by privately owned motor buses. There are two of these which operate regularly and each covers approximately seventy miles per day. Other children, located along the line of the Eastern Massachusetts Street Railway, are transported by public buses, and still others living in Ballardvale and Lowell Junction come by train. Most children who are transported are brought to the central schools where they remain all day. Our transportation costs are large and yet they are not large when compared with the cost which would be involved in maintaining schools in locations near the homes of the pupils. Recent legislation makes it obligatory for towns to transport children of school age, as determined by law and the regulations of the School Department, to private schools. In Andover this law went into effect in September. Thus far, the change has involved only a slight additional expense. Most of the children who come to the private schools are accommodated by the established bus lines without extra charge.

For the senior and junior high school children there is a cafeteria, where lunches are provided. Some of the grade children avail themselves of the opportunity to get a lunch at the counter. Others bring their lunches and are cared for in the school buildings. At the central plant there are three caretakers, and at the West Center, one, provided for these groups during the noon hour. In the new plant the cafeteria is now, for the second year, proving its efficiency and value to the schools. At present it is in charge of Miss Florence I. Gates, teacher of Household Economics in the Junior High School. Miss Gates has the responsibility of employing help, arranging menus and purchasing necessary supplies. From the standpoint of cleanliness, service and quality of food, the present ar-



rangement is very satisfactory. Miss Gates has shown much interest in her work and has established high standards for our cafeteria.

The most important part of any school system is the teaching force. There are many proverbial sayings in regard to a competent teaching force being able to overcome the absence of housing and equipment. These sayings are largely true. A member of our own faculty said of some equipment that was much desired in his department that it would be splendid but if he was a good teacher he could do without it. This last is really a sample of the kind of the teachers in Andover. There are fifteen teachers in the High School, seventeen in the Junior High School, and twenty-seven in the first six grades. There are also seven special teachers. All of these have experience. In fact, before becoming regular teachers our rules state that they must have two years actual class room work. All of them are trained either in normal schools or in colleges. Through professional study, carried on during the summer or while they are at their regular duties, many have increased their proficiency and are able to render better services to the town. Seven teachers have served over twenty years, twenty-three over ten years, seventeen over three years. There are nineteen who are not yet on tenure. The length of service, due largely to pleasant working conditions and a reasonable salary, gives a wonderful stability to the system.

During this past year there have been two resignations. Miss Katherine Ballard of Shawsheen and Miss Etta Larkin of John Dove. For these two positions there were elected Miss Charlotte Marshall and Mrs. Adeline Wright. Only one full time teacher has been added to the force. Mr. Emil Keiler was elected as assistant in the Practical Arts Department. Miss Doris Newton has been employed for part time in the music department. For more detailed information in regard to the teaching force, preparation and term of service, see the table in the index.

#### WHAT OUR SYSTEM IS DOING

As has already been stated, the school system is divided into three distinct yet closely related parts, the elementary, the junior

high and the senior high schools. The same subjects that have always been taught in the schools are taught today and probably never with a greater degree of efficiency. Methods have decidedly changed. The material has been socialized; textbooks for all schools have been rewritten and arranged so that the material is adapted to what the schools of today should teach. The subject of social science is spoken of frequently. This is, however, simply an integration of the two former subjects, history and geography, so arranged and so taught that they endeavor to impress upon the child the relative relation of the past to the present. Of course, this relationship is not directly taught to the child but is instilled in his mind by the methods used. There isn't a single subject taught, language, arithmetic or geography, but what is being treated in this manner. Four other distinctive social features have come to be a definite part of the schools: The Student Government, the Home Room, the Assemblies and the Clubs. General Science is another subject which is emphasized more and more in the grades, required in the Junior High School and continued in the Senior High School. This is simply bringing the child to a more definite knowledge of his physical surroundings, environment and those phenomena which are so important in every day life. A fuller elucidation of a socialized school will be found in Mr. Sherman's report.

Our health program remains much the same with emphasis placed on the audiometer as a method for testing hearing; new dental cards for the records of the dental hygienist; a little more emphasis and definite instruction in regard to safety both on the highways and elsewhere, and also more careful supervision of fire protection. Miss Moreton writes as follows, concerning two features of our health work:

"The physical examinations of pupils this year by Dr. Blake, included all members of the first, fourth and seventh grades, as well as special cases. This arrangement is thought to be more nearly perfect than an attempt to cover superficially all grades. Follow-up work, each year, on these examinations convinces us of the benefit of having parents present.

"The study and practice of health hygiene in our schools is taking on a new significance, due largely to the inspiring leadership of our physical education department. The health course by Professors Rogers and Bragg of Boston University has presented, also, new and interesting methods of health teaching and certainly has not fallen on deaf ears to judge by arguments carried on both during and outside lectures. Needless to say, the mental and physical benefits the children are deriving from this impetus is a great satisfaction to us all."

Physical Education, which was begun in our new gymnasium last year, has been continued under the direction of Mr. Dunn for the boys and Miss Collins for the girls. Four especially noticeable features of the physical educational program are the use of the silhouett-o-graph; the Physical Fitness Index examination; the intramural sports; and the extension of physical education into the elementary schools. The silhouett-o-graph is an instrument for picturing the posture of children and giving more definite information in regard to the need for corrective exercises. The intramural sports in both junior and senior high schools have been carried on very successfully four afternoons each week. These are voluntary on the part of the children, and the purpose is that of giving children regular supervision and purposeful activities for the betterment of their physical condition. Physical Education has been extended into the grades under the supervision of Mr. Dunn. Work here is in its beginning and really requires more than one supervisor's time if adequate work is to be done in all the schools in town.

Mr. Dunn writes as follows, in regard to his work:

"A series of six joint Junior and Senior High School Assemblies were arranged, bringing a varied group of programs relative to health. The speakers and programs were arranged through the courtesy of the principals, teachers, and the members of the Physical Education Department.

"The introduction of the Physical Fitness Index which is a measure of one's physical condition, has proven very much worth

while. We are indebted to Dr. Rand Rogers of Boston University for his splendid coöperation in helping this department to establish their system of measurement in the seventh and tenth grades. This system will be used next year in the seventh and tenth grades, while the present seventh and tenth will continue as eighth and eleventh. This system of measurement has allowed the department to be of greater service to many individuals who needed special attention. The results have been gratifying.

"The Intramural activities continued in both the Junior and Senior High School. The events are as follows; soccer, track, shuffleboard, handball, hand-tennis, baseball, softball, football, basketball, horseshoes, ping pong, volley ball, and checkers. These after-school activities are elective, and the large number of boys participating speak for the fine manner in which these two men, Mr. Blanchard and Mr. Dimlich, are conducting this part of the Physical Education Program.

"The greatest and most important development in the Physical Education Department was the introduction of a coöordinated health and physical education program for the elementary schools in the Town of Andover. This program is being carried on by the teachers of the various grades under the Supervisor of Physical Education. All departments have coöperated to make the program a success.

"With coöperation of School authorities, all departments, principals, and teachers, we have made a fine start on a program that will enrich the lives of all those who take part."

In addition, Miss Collins writes as follows:

"Two afternoons a week have been given to the Senior High School, and two afternoons to the Junior High School, as a part of the regular program. This was done in order to give to those who have the time and desire, an opportunity to learn various games and sports, that they may acquire the art of coöperation, sportsmanship, and leadership, as well as organized recreation. The afternoon activities included the following sports: tennis tournament, hockey, soccer, horseback riding, basketball, ping pong, shuffleboard, volley ball, horse shoes, hand tennis, baseball.



"The number of afternoon activities could not have been carried on without the generous assistance of Miss Trott, Miss Oliver, Miss Stevens, Miss Gates and some of the high school girls as assistant leaders.

"At the beginning of the year, a silhouett-o-graph was added to our equipment as an aide to improving the posture of our pupils. Unfortunately as much work has not been done in this line as should have been, because of the lack of time for making appointments, taking the pictures and developing them, conference with the individual, and supervision of work suggested for improvement. However, any girl wishing to have her picture taken, was given the opportunity in January and June. This fall it was decided to take only the pupils needing the most help, with a re-take in January and June, to show the improvement made.

"A Health course was introduced this year, taking the place of a part of the regular physical education program. The Essex County Health Association has been of great assistance in furnishing material, lectures and moving pictures. It is hoped each girl will become interested enough to keep a record covering her own particular needs.

"The school health department, in spite of being very busy caring for all the children in the grade schools, has been of great help to the physical education department by giving physical examinations, being always ready for conferences on the health of the children and taking care of their physical well being."

In connection with the Health Department, it may be of interest to the public to know that of the seventy-seven towns and cities with ten thousand or more population, Westfield, Clinton, and North Attleboro had only two cases of diphtheria in the last seven years. Andover, Reading and Webster were next with only three cases each. This certainly shows the efficiency of the diphtheria inoculations.

Music in the public schools became far too varied and important a subject to be handled by one person. In the fall an assistant was employed. The development of the extra-curricula activities, as well

as the desire to have a larger chorus and glee club, added to the necessity of the additional instructor. Music is really very important. As a means of expressing emotion, it can hardly be equalled.

A practical arts course has been definitely established and an assistant to Mr. Gahan, Director of Manual Arts, has been employed in the high school. This instructor deals principally with a group of eighteen or twenty boys who are extremely interested in this line of work. This work is carried on in two additional and fairly well equipped shops in the basement of the S. C. Jackson School.

The following is what Mr. Gahan writes concerning this new course:

"This year a new practical arts course in high school combines the more effective methods of learning in English, Civics, Shop Mathematics, Physical Education, Music, and General Shop.

"Civics is taught by Mr. McDonald, physical education by Mr. Dunn, music by Miss Sweeney, and the remainder of the curriculum by Mr. Keiler.

"More space was needed for shop work because of the number of pupils. The two basement rooms in the Jackson school formerly used for shops are being put into condition for a shop by Mr. Keiler's students. New machines and tools have been furnished. Benches and tool racks are being constructed by the class. This new equipment should make an excellent general shop.

"The enrollment for shop work at the close of the fall term was sixty-two students; mechanical drawing, forty-three students; and the practical arts course, twenty-one students."

This course, at present, is in the stage of its early beginning, and as time goes on, will be an important and valuable feature in our educational work.

In the elementary schools new geographies have been provided and the question of basal reading is now under consideration. There are on the market new readers, beautifully illustrated and showing much improvement over earlier publications. The use



of some of these will help much in the reading of the primary grades. Spelling has been under consideration for some time but as yet no text or method has been found which would surely be much better than the present.

The work of the elementary schools has been enthusiastically carried on. Bright and intelligent ideas have been worked out by teachers and principals. The coöperation with the supervisors and superintendent is worthy of commendation. In this section of the report, "What our system is doing," there may seem to be more attention given to the matter of physical education and practical arts than they deserve. They have been somewhat emphasized because they are new features of our curriculum. As physical training meets a long felt need in all the schools, and the practical arts course gives training to a group whose needs have not previously been provided for, they have not been overdone. The usual program of the schools has been carried on as ever, and consequently needs no particular emphasis at this time.

The above is an outline of what is being done in the school system. The activities of the high schools are more carefully discussed in the reports of the principals. In the period of the last thirty-five years, education and training of school children has never been more interesting, more vital, and more worth while than at present.

#### A BRIEF SURVEY OF THE IMMEDIATE FUTURE

It is impossible for anyone to definitely forecast the future. However, we may be sure at this time of industrial and social changes in our country that the educational system will not remain as it is. The educational system should, if possible, prepare the children for coming changes; on the other hand, it does and must reflect social and economic conditions as they are. Undoubtedly many of the features which are emphasized in the schools today will be abandoned and their places taken by others suitable to the times. It is certain, however, that definite standards of education must be maintained. The old classical subjects must continue to be developed as in the past. It may be interesting to know that at

the present time in our high schools, more children are taking the college preparatory or classical course than ever before in the history of the schools. In fact, probably more children are enrolled in these courses today than the total enrollment in the same schools not many years ago. It is these courses that must continue to form the backbone of our educational system. From these courses will come many men and women who will become teachers and leaders in the community. They must have a thoroughness of training which will fit them for what they are to be.

Teachers also must have the highest grade of scholarship and character. It is on the teacher that the future of our educational system will largely depend. Probably one of the greatest needs in our whole school curriculum is some method of building character, and I believe that the next few years will see this line of work strengthened and intensified in our school system. The State Department of Education has just issued a pamphlet on character building. It is one of the best published. It would seem if our schools are going to attain the highest degree of efficiency and mold our children for the future, we must instill in them, somewhere along the line, a deep consciousness of truth and character. Only in this way can high educational attainments be reached.

In closing this report it is my pleasure to express to the teachers, to the supervisors, to the principals, to the School Committee and to the citizens of the Town of Andover, my appreciation for the coöperation and loyal support that they have given to our schools during the last year.

Respectfully submitted,

HENRY C. SANBORN

*Superintendent of Schools*



PUNCHARD HIGH SCHOOL

## REPORT OF PRINCIPAL OF PUNCHARD SCHOOL

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*To the Superintendent of Schools and the Trustees  
of the Punchard Free School.*

Gentlemen :

I have the honor to submit my twenty-eighth annual report as Principal of the Punchard High School.

The enrollment this year has shown another surprising increase. In January 1937, the total was three hundred and fifty-six. A year later, we have three hundred and ninety-seven who have been



members of the school up to January tenth. The entering class from the Junior High School was slightly larger than the tenth grade of a year ago. An additional increase has been caused by pupils coming to us from schools not connected with our public school system. Twenty-eight students have registered with us of whom the greater number have come from out of town and are here because of change of residence. A few have entered who were members of private schools in town before coming here. I emphasize these figures because it shows how difficult prediction is as to the number to be expected in any one year. By all signs, we should have a smaller entering class in September next, but for the reasons given above, we can not be sure. In any case, it should be noted that the present enrollment is close to the capacity of the school building.

The greatest change in our program of studies has been the introduction of a Practical Arts curriculum for pupils in the tenth grade. This includes courses in English, Shop Mathematics, and Civics, together with a large amount of practical work in the shops. As this is the first year of its trial, it is too early to draw conclusions, but I think we may safely say that we are meeting the needs of a group who were lost in the academic or commercial fields. As it happens, this group has consisted of boys only. There are probably girls who need a similar program, but until their number increases, we should hardly be justified in arranging one for them.

The Commercial Department has increased its efficiency markedly. Typewriting is now given in the tenth grade and new courses in the senior year have enriched this curriculum. It is still true that too many pupils choose the commercial course under the impression that it will lead to rapid financial success. No subjects demand greater accuracy or more constant application than the ones in this group. Standards must be maintained if the work is to justify itself. Nobody wants a bookkeeper or a stenographer who is only seventy-five per cent accurate, and we cannot recommend for employment students who are not of superior

accomplishment. The Commercial Department needs additional equipment in the way of business machines. Those of our graduates who enter offices come in contact at once with calculating machines, voice recording and transmitting instruments, and book-keeping machines. It would be very helpful if they could have had some practice with them before leaving us. The newer high schools are invariably so equipped.

In the College Curriculum, the same demand for high standards exists. While the number of roads which lead to college admission has been increased, the steepness of the ascent has not diminished. In other words, there are more ways of getting into college, but the demands for high standards in meeting the entrance requirements are greater than ever. In fact, it is becoming a serious question how long we can continue to satisfy the demands of college admission in the four years beginning with the ninth grade. At the present time, we have graduates in the following colleges: Bates, Boston College, Boston University, Harvard, Mount Holyoke, Smith, Simmons, Northeastern, Middlebury, Tufts, Massachusetts State, Jackson, Massachusetts Institute of Technology, Lowell Textile Institute, University of North Carolina. All of these students entered directly from here.

I acknowledge with gratitude the gift by an anonymous donor of the Shrine of the Constitution, a beautifully mounted copy of both the Constitution and the Declaration of Independence with facsimile portraits of the signers. This shrine has been manufactured under the auspices of the Congressional Committee on the Observance of the Sesquicentennial of the Constitution of the United States. For a good many years we have emphasized the study of the Constitution in connection with our American History, stimulated by the annual prize given by the local post of the American Legion. Last fall we observed Constitution Day with the Junior High School when a tree was planted and suitable exercises were held.

As the result of a fund raised some years ago, we have been able to secure a very considerable addition to the number of books

in our school library. Today it compares favorably with that of any school of our size. By the organization of student librarians under Miss Smith's direction and the segregation of the room by a partition between it and the study room, the library has achieved a usefulness and dignity which it lacked before.

During the year we have been able to secure a permanent memorial for the Punchard students who participated in the World War. The gifts of three classes, 1917, 1924 and 1930 gave us enough money to have a beautiful bronze tablet cast and placed in the vestibule of the school. The task of securing an accurate list of names was difficult. So far only one mistake has been discovered. This will be rectified in the near future. From the small balance left when the tablet was paid for, arrangements were entered into jointly with the Junior High School for some of the programs of the School Assembly Service. This organization with headquarters in Rochester, New York, provides lectures and entertainments which have been subject to the approval of a board of school principals. We have already had three of these successfully and two more are to follow. The entertainments have been high class in every respect and have been secured at a much lower price than we should have had to pay had we got them without the services of the organization.

Every year increases the demands upon the school for special observances and for support of many objects not directly connected with the school system. Since September of this year, we have been asked to observe six special weeks and eight days formally proclaimed, not including the regular holidays. Each of these requests comes from organizations whose aims we respect and with whose efforts we are in entire sympathy, but adequately to satisfy all the demands means that again and again the routine of the school must be interrupted and time taken from work. There is often an educational value in these observances, but we sometimes wish for a week when nothing should interrupt the regular creative work we are trying to do. The school is asked in increasing degree to foster essay contests and other competitions, to spread all sorts

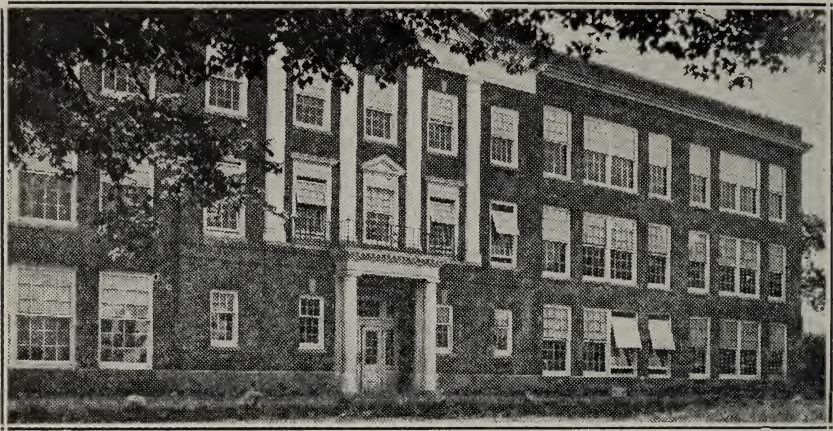


of gospels many of which are sheer propaganda or subtle advertising schemes.

As usual, the annual statement of the Athletic Association treasurer will be found in the *Punch Harder* issue for February. The undefeated football team was feasted and the seniors given sweaters by a group of interested citizens and loyal alumni. Their enthusiasm and generosity are deeply appreciated. Basketball has become a major sport for the winter season, with a large squad. Fortunately the successful football season enables us to carry on the baseball team another year. In general our athletics seem to be on a firm, sane foundation.

Respectfully submitted,

NATHAN C. HAMBLIN



JUNIOR HIGH SCHOOL

## REPORT OF THE JUNIOR HIGH SCHOOL

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Mr. Henry C. Sanborn  
Superintendent of Schools  
Andover, Massachusetts

Dear Sir :

I have the honor and pleasure of submitting my first report as principal of the Andover Junior High School.

The Junior High School, comprising the seventh, eighth, and ninth grades, was first organized in the fall of 1936 with an enrollment of four hundred and eighty-eight. Those of us to whom this new venture was intrusted were desirous of perpetuating all that was excellent in the old 4-2 system, and eager to promulgate all that seemed best of the various nation-wide experience with the 3-3 system.

Knowing that during the age of adolescence the pupils are making rapid progress in the simultaneous development of mental abilities and emergence of physical characteristics, we have suited the work to their needs. As a result the children enjoy school, and we realize that this Junior High School radiates a happy atmosphere in all its study and activity. Here learning is pleasantly

undertaken and very successfully accomplished. When children are happy in school, they are interested; they are working together in a social situation; they are developing desirable traits and attitudes; they are achieving the foundation for successful living by allowing their personality patterns to develop naturally; and they are learning to adjust themselves to others.

Subject matter is focused upon the pupil's needs rather than upon the teaching of isolated facts without relationship to living. All courses in the Junior High School are more or less integrated and socialized, and the program is varied enough to meet the needs of all. The subjects of the seventh and eighth grades are of somewhat the same nature and are of an exploratory type, including English, Mathematics, Social Studies, General Science, Music, and Art. It is not until he enters the ninth year that the Junior High School pupil decides upon the course which he is to follow for the next four years. At this time he has his choice of the College Preparatory, Commercial, and Practical Arts curricula. One of the original purposes of establishing the 3-3 system was to provide for the ninth grade, which would bridge over the gap between the eighth grade and the high school, and allow the thirteen or fourteen year old child one more year of association with others of his own physical and emotional age. One of our major concerns is the preparation of these ninth grade pupils for their entrance to secondary schools. Of course the great majority go on to Punchard High, but some five percent or so each year enter private institutions. A larger group than ever before has elected the College Preparatory Course where rigorous and thorough training is given in Latin, Algebra, English, Social Studies, and Science. The attitude fostered in this group is an appreciation and admiration of all learning and culture.

Constant emphasis is laid on how to study and upon mastery of subject matter. However, no child is expected to do work which is beyond him. Each class has several divisions and the pupil is assigned to that section where the work is commensurate with his ability, as judged by the faculty through frequent testing. Every

teacher holds special afternoon sessions when the pupil is welcome to extra individual help in those subjects which he finds difficult.

Usually the Junior High School day consists of six periods of approximately forty-five minutes each and a utility period which always comes at the end of the session. This period is devoted on Mondays to club meetings, on Wednesdays to assemblies, on Fridays to home room government periods, and on the remaining days to supervised study or guidance periods with the home room teacher as counselor. Guidance, which is the foundation of the Junior High School program, is needed continuously throughout a pupil's course, and the more thorough this guidance is made the more effective are the attempts of the school to do everything possible for each child. One feature of the guidance program is to have the pupils make Study Schedules indicating the time allotted for preparation in each subject; this eliminates waste of time through scattered attention.

Best learning comes from living rather than being taught about living; therefore the school must become a typical community. Much of the best teaching of today takes place in such school activities as most closely parallel those of life. In this connection we have instituted clubs and a Student Government organization to which every pupil may belong. This year the clubs are working under the 4-H banner and members are eager to win one of the coveted awards offered by the 4-H administration. These clubs serve our school community in many valuable ways; for example, the Press Club each week furnishes notes and editorials on School activities to the Andover Townsman, the An-Ju-Hi-Club prepares the literary magazine of the school, replete with stories, poetry, and essays, and the Dramatic Club is at present preparing to present a Mark Twain comedy, companion of last season's "Tom Sawyer." There are seventeen clubs in all, offering such a varied range of activity that it is possible for every child to find a niche where he may develop some talent or ability.

The pupils of the Junior High School govern themselves through their Student Government Association. What better training for



leadership and civic responsibility could be given than this opportunity to make laws, to conduct assemblies, to take care of school violations, to handle school finances, and to arrange for parties and entertainments? The Association has an advisory board of five members from the faculty but is allowed as much freedom in governing as it can successfully and intelligently handle.

These group activities that are life-enriching and purposeful for young adolescents make of the modern school a vastly different place from the school of twenty years ago. The change from the school of subject-matter-to-be-learned to a real-life community illustrates this point. Take, for example, an experiment in the Commercial Course which is being worked out under the supervision of Miss Oliver. The entire field of business is introduced and presented through life-leads, representing the motivating factor in an effort to present a program that is simple and coordinated, and that is designed to achieve practical and intelligent results. As a company this group studies business through such procedures as the handling of banking activities in the Junior High School and an analysis of various business concerns, their organization and their policies.

Great strides are being made in all the separate studies as well as in the school as a whole. A brief glimpse at two subjects which are compulsory in all three years will illustrate this point. In English the group-plan recitation is used in many instances where the question-answer method would be dull and monotonous. Pupils are urged to do individual projects in connection with their literature. Choral reading has been offered as an extra English course this year and is doing much to improve diction and inspire love of poetry. None of these hamper, but rather stimulate, the study of formal grammar and the appreciation of the classics, which are the chief concerns of the English department. Tests in English grammar were recently given throughout the school and remedial measures are now in effect, for those receiving unsatisfactory grades.

In General Science every effort is made to develop in the child a scientific mental attitude. He is shown that scientific principles



are the foundation of the complex necessities and luxuries with which our every day life is enriched. He is urged to look for a cause for every effect, to weigh all information in the light of reason and discard that which is not founded on fact. The extension of the Science program to all the Junior High School classes is a concrete effort to increase the yield of clear thinking, sound reasoning citizens.

We are equipped with excellent facilities, not the least of which are those which make possible a well-rounded program of physical education. Several Junior High School teachers give of their time to make possible the varied schedule of sports which include tag football, soccer, field hockey, shuffle-board, horseshoes, handball, basketball, ping-pong, tennis, softball, baseball, riding, and skiing. The girls' activities are under the supervision of Miss Collins, Miss Trott, and Miss Oliver, and the boys are led by Mr. Dunn, Mr. Blanchard, and Mr. Dimlich.

The school cafeteria, capably managed by Miss Gates, furnishes nutritious food at the lowest prices. Every Junior High pupil, except those who live near enough to go home for lunch, is required to go to the cafeteria and conduct himself as he would in his own dining room. The various divisions of the ninth grade who take turns acting as table captains are responsible for the neatness and order of the lunchroom.

This year we have tried an experiment with the library which is working out admirably. Through the cooperation of the Memorial Hall Library we have secured the services of Miss Robinson of the Junior Room for several hours each day. The books have been carefully catalogued and members of the Library Club have been instructed in their duties as Assistant Librarians. Constant effort is made to instill love of reading in all the pupils and in guiding them to read the best books within their range of interest and ability. We have promoted a close union between the school and public libraries and thereby enabled the faculty to make an every day check upon pupil reading.

The Music Room is almost constantly in use. Under the super-

vision of the two directors we have elective courses in group singing, as well as a selected boys' choir and a splendid orchestra. This room is also used frequently by the English Department for informal plays, and other forms of oral work including choral reading.

Our weekly assemblies, held in the Memorial Auditorium, bring joy to us all, and do much to increase school spirit and foster learning. Outstanding assemblies this year include a science program sponsored by the General Motors Company, an illustrated travel talk on South Africa, several instructive talks on health, and holiday programs furnished by our own orchestra and choirs.

During Education Week we held Open House, inviting all parents to come and attend classes with their children. This year's response was good and we hope for an even better one next fall. Parents are always welcome in the Junior High School, for we are cognizant of the fact that only through the threefold relationship of home, school, and pupil can we accomplish our best results.

We greatly appreciate all that has been done to make our work pleasant and satisfying. We owe you, Mr. Sanborn, and the School Committee, which has placed a confidence in our ability to keep the school on a high plane of accomplishment, our earnest pledge of future cooperation and continued effort to make the Andover Junior High School worthy of this town's high standards.

Respectfully submitted,

KENNETH L. SHERMAN

## REPORT OF THE CONTINUATION SCHOOL

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*To the Superintendent of Schools*

Dear Sir:

I herewith submit my annual report as Director of Andover Continuation School.

Registration: Seven boys and fifteen girls were registered from August 31, 1936, to August 31, 1937, and two boys and six girls were registered from August 31 to December 31, 1937.

Attendance: The percent of attendance for both boys and girls for the year 1936-37 was 91.14.

Sessions: There is one class a week for boys and girls.

Records: All Continuation School records were approved by the Massachusetts Department of Education.

Production: The value of production for both boys and girls was as follows:

Girls	\$174.43	
Boys	94.50	
	<hr/>	\$268.93

Maintenance:

Cost of the School Year 1936-37	568.38	
Amount allowed by the State for overhead expenses	88.40	
	<hr/>	479.98

Received from:

Smith-Hughes Fund	106.65	
Reimbursement from State	284.19	
Materials	5.90	
Value of work done by pupils for school department—Boys	51.50	
	<hr/>	448.24
Cost to Andover for Maintenance of School	.	31.74

A detailed explanation showing that the financial statements are obtained from Continuation School records as must be kept by the school was given in the 1933 report, and the same applies to the above figures. Therefore, instead of costing the town \$31.74 to operate the continuation school as must be shown on the records, the Town Treasurer actually received \$284.19 from the State and \$106.65 from the Smith-Hughes Fund.

Respectfully submitted,

CARL M. GAHAN, *Director*

## REPORT OF THE HEALTH DEPARTMENT

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Mr. Henry C. Sanborn  
Superintendent of Schools  
Andover, Massachusetts

Dear Sir:

It is fitting that the report of the past year from the Health Department should express anew our pleasure in and our gratitude for the services of our Directors of Physical Education, and for our splendid gymnasium. There is an intensified interest in the whole subject of physical fitness, and we are able to carry out various constructive plans which were hitherto unfeasible because of lack of equipment.

The posture problem has always been a serious one, and for the first time this is being approached in a practical manner by means of the silhouett-o-graph, which records each child's defects and will check his improvement from time to time. In two selected grades a Physical Fitness Test is being worked out with the idea of detecting groups of muscles which are weak as compared to normal standards, and by means of exercises to increase the strength of these groups, and thus increase the general physical efficiency of the individual. There is considerable evidence to show that increase in physical power for the child's age, size, and weight, increases his capacity to work, study, and play effectively. These are only two of the projects being carried out under the alert and capable leadership of our physical directors, with the coöperation of the school nurse.

For the first time we have availed ourselves of the use of an audiometer, provided by the state, to test the hearing of our school children. This is a very efficient method of detecting defects in hearing. If the ultimate results show that there are many who are hopelessly deaf, the possibilities of instruction in lip reading should be considered.

In regard to the number of scarlet fever cases which have



occurred, it is worthy of note that most attacks have been light. We have had two children who have had the disease twice; this may happen in about two percent of all cases.

Since the replacement of toxin-antitoxin by toxoid, there has been a consistent decrease in the number of positive reactions as shown by the Shick test, and during the past two years all tests were negative. At the advice of the State Department of Health it was decided to discontinue the testing, and we have utilized the time thus saved in thorough physical examinations in an extra grade. Although for the most part our previous recommendations in regard to physical defects have been carried out, we have uncovered a considerable group in which no action has yet been. This additional examination at the fourth grade age enabled us again to bring these matters to the attention of the parents.

It is my earnest belief that the Andover Public Schools may be proud of the progressive efforts that they are making to safeguard the health of their children. It must surely follow that these children will also benefit spiritually and mentally as the result of better health standards.

Very truly yours,

PHILIP W. BLAKE, *School Physician*

## REPORT OF THE ATTENDANCE OFFICER

*To the Superintendent of Schools*

I hereby submit the following report for the year 1937.

Number of cases reported . . . . .	29
Number of cases investigated . . . . .	29
Number of truants . . . . .	3
Number of absences with legal excuse . . . . .	2
Number absent because of sickness . . . . .	6
Number absent for lack of clothing . . . . .	1
Number absent to help at home . . . . .	7
Number absent for other insufficient reason . . . . .	10
Number of cases prosecuted . . . . .	0
Number of visits to factories . . . . .	1

HERBERT LYLE

*Attendance Officer*

### BUILDINGS

No.	Valuation	School	1936		1937	
			No. of Pupils	Cost per Pupil	No. of Pupils	Cost per Pupil
1	\$130045	Punchard High School	350	113.54	379	146.10*
2	350000	Junior High School	485	113.54	442	140.26
3	58320	Stowe	158	82.13	152	91.61
4	87370	John Dove & S. C. Jack.	246	82.13	94	91.61
5	156000	Shawsheen	158	82.31	151	100.05†
6	54300	Bradlee	86	75.54	72	147.28‡
7	33750	Indian Ridge	67	91.44	64	105.19
8	6860	West Center	64	73.96	55	81.89
9	8900	North School	18	90.44	20	93.35

Average cost per grade pupil \$98.97.

\*Inclusive of amount paid from Punchard Fund.

†Increase due to building being painted during summer.

‡Increase due to installation of new heating plant.

General increase due to restoration of salaries.

## **APPENDIX**

## SCHOOL CALENDAR

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1938

### SPRING TERM—Eight Weeks

March 7, Monday	Third term begins
April 19, Tuesday	Patriots' Day, Holiday
April 22, Friday	Barnard Prize Speaking
April 29, Friday	Third term ends

### RECESS—One Week

### SUMMER TERM—Seven Weeks

May 9, Monday	Fourth term begins
May 13, Friday	Lincoln Spelling Contest
May 30, Monday	Memorial Day, Holiday
June 14, Tuesday, 8:00 p. m.	High School Graduation
June 22, Wednesday	Class Day Exercises
June 24, Friday	Fourth term ends

### FALL TERM—Fifteen Weeks

September 7, Wednesday	
High and Junior High	First term begins
September 12, Monday	
Other Schools	First term begins
October 12, Wednesday	Columbus Day, Holiday
November 11, Friday	Armistice Day, Holiday
November 24, Thursday	Thanksgiving Day, Holiday
November 25, Friday	Thanksgiving Recess
December 16, Friday	Goldsmith Prize Speaking
December 22, Thursday	First term ends

### RECESS—One Week

1939

### WINTER TERM—Eight Weeks

January 3, Tuesday	Second term begins
February 22, Wednesday	Washington's Birthday, Holiday
February 24, Friday	Second term ends

### RECESS—One Week

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 SPRING TERM—Eight Weeks

March 6, Monday	Third term begins
April 19, Wednesday	Patriots' Day, Holiday
April 21, Friday	Barnard Prize Speaking
April 28, Friday	Third term ends

## RECESS—One Week

## SUMMER TERM—Seven Weeks

May 8, Monday	Fourth term begins
May 12, Friday	Lincoln Spelling Contest
May 30, Tuesday	Memorial Day, Holiday
June 13, Tuesday, 8:00 p. m.	High School Graduation
June 21, Wednesday	Class Day Exercises
June 23, Friday	Fourth term ends

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 ATTENDANCE BANNER WINNERS

<i>Month</i>	<i>Teacher</i>	<i>School</i>	<i>Pct.</i>
January	Miss Brown	Indian Ridge	99.2
February	Miss Harnedy	Shawsheen	98.3
March	Mrs. Dodson	Indian Ridge	98.1
April	Mrs. Dodson	Indian Ridge	98.9
May	Mrs. Dodson	Indian Ridge	99.4
September	Mrs. Dodson	Indian Ridge	99.6
October	Miss Brown	Indian Ridge	99.7
November	Mrs. Dodson	Indian Ridge	100.0
December	Mrs. Tate	John Dove	100.0



# TEACHERS

JANUARY 1, 1937—JANUARY 1, 1938

SCHOOL	GRADE	NAME	ADDRESS	First Election	Resignation	EDUCATION
PUNCHARD	Principal	Nathan C. Hamblin	117 Chestnut Street	1910		Harvard University
	Science	Eugene V. Lovely	Allen Court	1911		Bates College and B. U.
	History	Joseph B. Doherty	Harding Street	1933		Boston College
	Practical Arts	Charles A. Gregory	Whittier Street	1924		Bates College
		William McDonald	Chestnut Street	1930		Boston College
	English	Emil E. Keller	Chestnut Street	1937		Fitchburg Teachers' College
		Mary L. Smith	Main Street	1914		Smith College
	Mathematics	Lilian J. Fox	Cedar Road	1920		Radcliffe College
		Emma G. Carter	1 Pumphard Avenue	1924		Mt. Holyoke College
	Business	Gertrude Berry	174 High Street	1923		Jackson College
		Mervin E. Stevens	Cedar Road	1923		Bay Path Institute
	Latin	Agnes V. Dugan	Maple Avenue	1932		Salem Normal and B. U.
		Marion Macdonald	Morton Street	1934		Salem Normal
	Modern Language	Helen C. Munroe	24 High Street	1930		Radcliffe College
		Helen DeM. Dunn	Elm Street	1914		Radcliffe College
	Principal	Marjorie Smith	Cedar Road	1926		Radcliffe College
		Kenneth L. Sherman	Main Street	1935		U. S. Naval Academy and B. U.
	English	Dorothy C. Troit	Central Street	1934		Boston University
		Beatrice Stevens	High Street	1935		Salem Normal and B. U.
JUNIOR HIGH	Social Science	Nancy Hird	Salem, N. H.	1919		Plymouth Normal
		Cecilia Derrah	26 Summer Street	1911		Salem Normal
	Latin	Rita Atkinson	24 High Street	1924		Truro Normal
		Mabel Marshall	38 Whittier Street	1934		Boston University
	Mathematics	Elizabeth Stephan	Summer Street	1936		Boston University
		Ida M. Grover	Harding Street	1933		Boston University
	Business	Bernice Stimpson	17 Summer Street	1913		Gorham Normal
		Evelyn Parker	38 Florence Street	1927		Keene Normal and B. U.
	General Science	Evelyn Oliver	Summer Street	1936		Salem Normal
		Milton Blanchard	Main Street	1936		Wentworth Institute
	Cadet	Benjamin Dimlich	Salem Street	1936		Bates and Springfield College
		Edna Marland	Bartlet Street	1936	1937	Tufts College
	Special	Alberta Espey	61 Elm Street, Methuen	1923		Fitchburg Normal
		Florence Gates	24 High Street	1934		Frammingham State Teachers' College

# TEACHERS — Continued

JANUARY 1, 1937—JANUARY 1, 1938

SCHOOL	GRADE	NAME	ADDRESS	First Election	Resig- nation	EDUCATION
JOHN DOVE AND S. C. JACKSON	Principal—V	Catherine Barrett	102 Chestnut Street	1924		Salem Normal
	VI	Funice Stack	20 Summer Street	1921		Salem Normal
	VI	Bessie Conant	116 Main Street	1924		Aroostook Normal
	V	Nola Porter	Summer Street	1936		Worcester Teachers' College
	IV	Alice Stack	20 Summer Street	1923		Salem Normal
	III-IV	Mary Burke	Bartlet Street	1933		Lowell Normal
	III	Helen McGraw	28 Maple Avenue	1926		Gorham Normal
	II	Irene Wells	27 Summer Street	1935		Framingham Normal
	II	Adele Duval	20 Wolcott Avenue	1938		Winona (Minn.) Normal
	I	Etta Larkin	Chapman Avenue	1935		Bridgewater Normal
SHAWSHOEN		Adeline M. Wright	Ballardvale, Mass.	1937	1937	Lowell Teachers' College
		Margaret B. Tate	Main Street	1933		Vassar College
	Special	Eleanor Ward	Argilla Road	1935		Lowell Teachers' College
	Cadet	Florence McCarthy	22 High Street	1937		Lowell Teachers' College
	Principal VI	Anna Harnedy	24 Summer Street	1920		Lowell Normal
	V	Vera Thurston	57 Elm Street	1926		Framingham Normal
	IV	Katherine Ballard	83 Pine Street	1927	1937	Framingham Normal
	IV	Charlotte Marshall	Summer Street	1937		Salem Teachers' College
	III	Edith Donald	Carisbrooke Street	1927		Mt. Holyoke College
	II	Mary Leary	Washington Avenue	1928		Lowell Normal
BRADLEE	I	Ethel B. Anderson	37 Lowell Street	1921		Keene Normal
	Principal V-VI	Jane Fitzhenry	Brookline, Mass.	1929		Machias (Maine) Normal
	III-IV	Mina Noyes	Lovejoy Road	1928		Salem Normal
	I-II	Mabel Lamb	Summer Street	1935		Fitchburg Normal
	Principal—I-II	Jessie P. Brown	45 Bartlet Street	1914		Brandon Training School
INDIAN RIDGE	III-IV	Lena Dodson	Cuba Street	1935		Salem Normal
	V-VI	Dorothy Kyle	Elm Street	1934		Lowell Normal
WEST CENTER	I-II	Georgianna Hilton	Lowell Street	1921		Smith College
	I-VI	Helen Pickard	Shawsheen Road	1936		Framingham Teachers' College
NORTH		Mary Collins	13 Chestnut Street	1935		Lowell Normal
		Carl M. Gahan	106 Chestnut Street	1919		Gorham Normal and B. U.
SUPERVISORS	Manual Training	Madeleine Kimball	Avon Street	1936		Framingham Teachers' College
	Domestic Science	Alice Olliff	Carmel Road	1932		Mass. School of Art
	Drawing	Mary Bailey	46 Chestnut Street	1932		Boston University
	Drawing	Miriam Sweeney	Central Street	1926		Lowell Normal
	Music	Doris Newton	Boutwell Road	1937		Lowell Normal
	Physical Education	Donald D. Dunn	Ballardvale, Mass.	1936		Springfield College
		Frances Collins	Summer Street	1936		Sargent

## ATTENDANCE STATISTICS

SCHOOL	GRADE
PUNCHARD . . . . .	High . . . . .
JUNIOR HIGH . . . . .	IX . . . . .
	VIII . . . . .
	VII . . . . .
STOWE . . . . .	VI . . . . .
	VI . . . . .
	V . . . . .
	V . . . . .
JOHN DOVE . . . . .	IV . . . . .
	III-IV . . . . .
S. C. JACKSON . . . . .	III . . . . .
	II . . . . .
	I-II . . . . .
	I . . . . .
	Special . . . . .
SHAWSHEEN . . . . .	VI . . . . .
	V . . . . .
	IV . . . . .
	III . . . . .
	II . . . . .
	I . . . . .
BRADLEE . . . . .	V-VI . . . . .
	III-IV . . . . .
	I-II . . . . .
INDIAN RIDGE . . . . .	V-VI . . . . .
	III-IV . . . . .
	I-II . . . . .
WEST CENTER . . . . .	III-IV . . . . .
	I-II . . . . .
NORTH . . . . .	I-VI . . . . .

# 1936-1937

ENROLLMENT							Total Membership	Average Membership	Average Attendance	Percent of Attendance
Boys	Girls	Total	5 to 7 years	7 to 14 years	14 to 16 years	Over 16 years				
146	197	343		2	132	209	356	323	320	96.1
88	91	179		48	113	18	179	170	162	95.1
73	68	141		112	27	2	140	136	130	95.5
84	87	171		148	21	2	171	167	160	95.7
18	23	41		41			45	39	38	95.8
17	21	38		38			39	34	33	97.3
19	22	41		41			41	39	37	94.6
17	16	33		33			36	34	33	95.9
17	22	39		39			40	39	37	94.0
17	18	35		35			42	32	31	95.1
17	18	35		35			36	35	32	93.1
19	20	39	6	33			46	42	38	91.3
21	14	35	23	12			38	27	24	88.7
27	12	39	33	6			40	32	29	90.1
16	2	18			1		20	18	16	92.1
15	6	21		21			24	20	19	97.6
19	11	30		30			31	28	26	95.0
15	10	25		25			28	24	23	94.8
18	16	34		34			40	34	31	92.1
15	13	28	9	19			30	24	22	92.4
12	13	25	25				29	22	20	91.9
16	17	33		33			36	34	33	96.4
12	16	28		28			30	29	28	96.3
18	6	24	13	11			24	24	23	94.7
13	9	22		22			22	20	20	97.4
14	9	23		23			23	21	21	99.0
11	12	23	14	9			24	22	21	97.0
17	15	32		32			32	29	27	94.3
19	12	31	13	18			34	29	27	94.2
12	6	18	6	12			19	18	17	95.1
802	822	1624	142	957	294	231	1695	1454	1478	94.6

## PRIZE AWARDS

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The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Mary Anne Patterson '38.

Second, twelve dollars, Andrew Munroe Innes '38.

Third, eight dollars, Doretta Sayles '37.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girl's prize, five dollars, Joan M. O'Riordan '40.

Boy's prize, five dollars, William C. Ferguson '40.

The M. E. Gutterson botanical prizes:

First, five dollars, Angie Dantos '39.

Second, three dollars, June Carmichael '39.

The Parker Memorial Prize to the member of the Senior Class who has won his "P" twice, and has stood highest among the athletes in scholarship:

Ten dollars, John Shattuck '37.

Prize founded by Dr. Conroy for the best impromptu essay by a Senior:

Five dollars, Isabelle Fenner '37.

Harvard Club Prize Book to a junior boy in the College Preparatory Course:

William Hannon '38.

Post No. 8, American Legion Prize for excellence in the study of The Constitution of The United States:

Five dollars, Andrew M. Innes '37.



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An anonymous prize to the senior girl who has done the most for the school.

Twenty-five dollars, Mildred Downs '37.

A prize offered by Wm. Doherty and awarded to that member of the Senior Class who in the judgment of the headmaster has best exemplified high ideals of character and unselfishness in the furtherance of the interests of the school.

Five dollars, Everett Gorrie '37.

Prize Medal given by the D. A. R. for good citizenship in school to a senior girl.

Ruth Armitage '37.

## LINCOLN SPELLING MATCH PRIZES

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### GENERAL PRIZES

First, Preston Wade  
Second, Glenna Markert  
Third, Mary Carroll O'Connell

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### GRADE PRIZES

#### GRADE VIII

First, Barbara Parker  
Second, Glenna Markert

#### GRADE VII

First, Mary Carroll O'Connell  
Second, Gene Farnsworth

#### GRADE VI

First, Barbara Lindsay  
Second, Charles Flanagan

#### GRADE V

First, Robert Simon  
Second, William Munroe

## SEVENTY-EIGHTH COMMENCEMENT EXERCISES

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PROCESSIONAL—Priests' March—from "Athalia"	<i>Felix Mendelssohn</i>
ORCHESTRA	
MUSIC—Salutation . . . . .	<i>Samuel Richard Gaines</i>
GIRLS' GLEE CLUB	
PRAYER . . . . .	REV. NEWMAN MATTHEWS Trustee
SALUTATORY AND ESSAY—The Life of Horace Mann	
	BARBARA FULLER SELLARS
ESSAY—The Progress of Education in Massachusetts	
	MARGARET COLLINS DOOLEY
MUSIC—In the Harbor We've Been Sheltered . . . .	<i>John Adams Loud</i>
GIRLS' GLEE CLUB	
ESSAY—The Youth Hostel Movement . . . . .	RUTH HARDY
ANNOUNCEMENT OF CLASS GIFT . . . .	ANDREW MUNROE INNES Class President
PRESENTATION OF PRIZES . . . .	PRINCIPAL NATHAN C. HAMBLIN
ESSAY AND VALEDICTORY—Horace Mann as an Orator and Writer	
	ANDREW MUNROE INNES
PRESENTATION OF DIPLOMAS . . . .	MR. FREDERICK C. SMITH Chairman of the School Committee

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### PUNCHARD ODE

Our dear Alma Mater, fair Punchard, all hail—!  
In faith ever filial and true,  
Our pledge of a love for thee never to fail,  
Again hand in hand we renew;  
To thee in the spirit and light of the hour,—  
This oasis green of our way,—  
All gemmed with bright stars of our hope in the flower,  
We bring a fresh garland to-day.

WILLIAM G. GOLDSMITH

## DIPLOMA STUDENTS

### CLASS OF 1937

*"What's Brave—What's Noble—Let's Do It."*

- |                             |                                   |
|-----------------------------|-----------------------------------|
| Richard Warren Abbott       | Virginia Fletcher Holt            |
| Helen Duncan Addison        | *Andrew Munroe Innes              |
| *Edward Everett Anderson    | Donald King                       |
| John Wood Anderson          | Lorraine Southworth Kinsman       |
| *Ruth Armitage              | Harriet Mary Kitchin              |
| Joseph Francis Barrett      | Benjamin Franklin Lawrence        |
| Ben Pitman Batcheller       | Lucy Loosigian                    |
| *Lucy Falle Beck            | Isabell Nicoll MacKenzie          |
| *Helen Marcia Beer          | George Peter Markey, Jr.          |
| Velma Selina Brewer         | Miriam Marr                       |
| *Roberta Ann Brickett       | Helen Emmina Martinson            |
| Louis Charles Broughton     | Josephine Cecelia McNulty         |
| Lorraine Bruorton           | Barbara Agnes Milnes              |
| Stanley Ernest Butcher      | Virginia Whiteway Morris          |
| Robert Dana Carmichael      | Thomas Neil                       |
| Agnes Mary Carter           | Edward Bernard Noel               |
| Elizabeth May Carter        | Ruth Wilhelmina Patricia O'Connor |
| Joseph Louis Catanzaro      | Vincent Paul O'Leary              |
| Edward Cherowbrier, Jr.     | Stanley Lawrence Palenski         |
| Robert Winfield Chick       | Frances Plona                     |
| *Walter Chmielecki          | Marcelle Lillian Poisson          |
| Florence Claire Connolly    | Dorothy Frances Porter            |
| Helen Gertrude Corliss      | Robert Howes Proctor              |
| Eleanor Gascoigne Daniels   | Alfred John Ratté                 |
| Jeannette Cameron Deyermond | Richard Albert Robinson           |
| James Manuel Dodge          | *Evelyn Edith Rutter              |
| *Margaret Collins Dooley    | Charles Raymond Sanborn           |
| *Mildred Irene Downs        | Warren Albert Sanders             |
| Jaclyn Marsh Dunn           | Doretta Sayles                    |
| Isabelle Carolyn Fenner     | Lorraine Genevieve Schreiber      |
| *Barbara Flanagan           | *Barbara Fuller Sellars           |
| Helen Lowd Foster           | John Henry Shattuck               |
| *Winifred Gertrude Froburg  | Bernard Sheehy                    |
| Bruce Chadwick Gesing       | *Mary Carmen Simeone              |
| Eben Hatzel Gibson          | Mary Elizabeth Sparks             |
| Arthur Bryant Glines        | Elizabeth Helen Sprague           |
| Luella Claire Goebel        | Clinton Harold Stevens, Jr.       |
| *Helen Marjorie Goff        | Irene Marion Stott                |
| *Everett Ryder Gorrie       | *Donald Mark Surette              |
| Barbara Florence Gray       | Preston Austin Wade               |
| Dorothy Elizabeth Greenwood | Reginald James Wallace            |
| Ruth Lillian Hackney        | Thomas Richards Wallace           |
| Laurence Joseph Hannan, Jr. | *Horsman Weeks                    |
| Stephen Earl Hansen         | Marion Fraser Welding             |
| *Ruth Hardy                 | Frank Edward Whiting              |
| Helen Anne Harkin           | Mary Winslow                      |
| Mary Elizabeth Hastings     | Ruth Elizabeth Winward            |
| *Pauline Blanche Henault    | Elizabeth Thurston Wood           |
| *Martina Ann Higgins        | Mildred Crossley Wood             |
| Edmund Bernard Hill, Jr.    | Thomas Houghton Wrigley           |

### CLASS OF 1936

Alghi Shlakis (December 1936)

\*Honor Roll

TOWN OF  
ANDOVER, MASSACHUSETTS

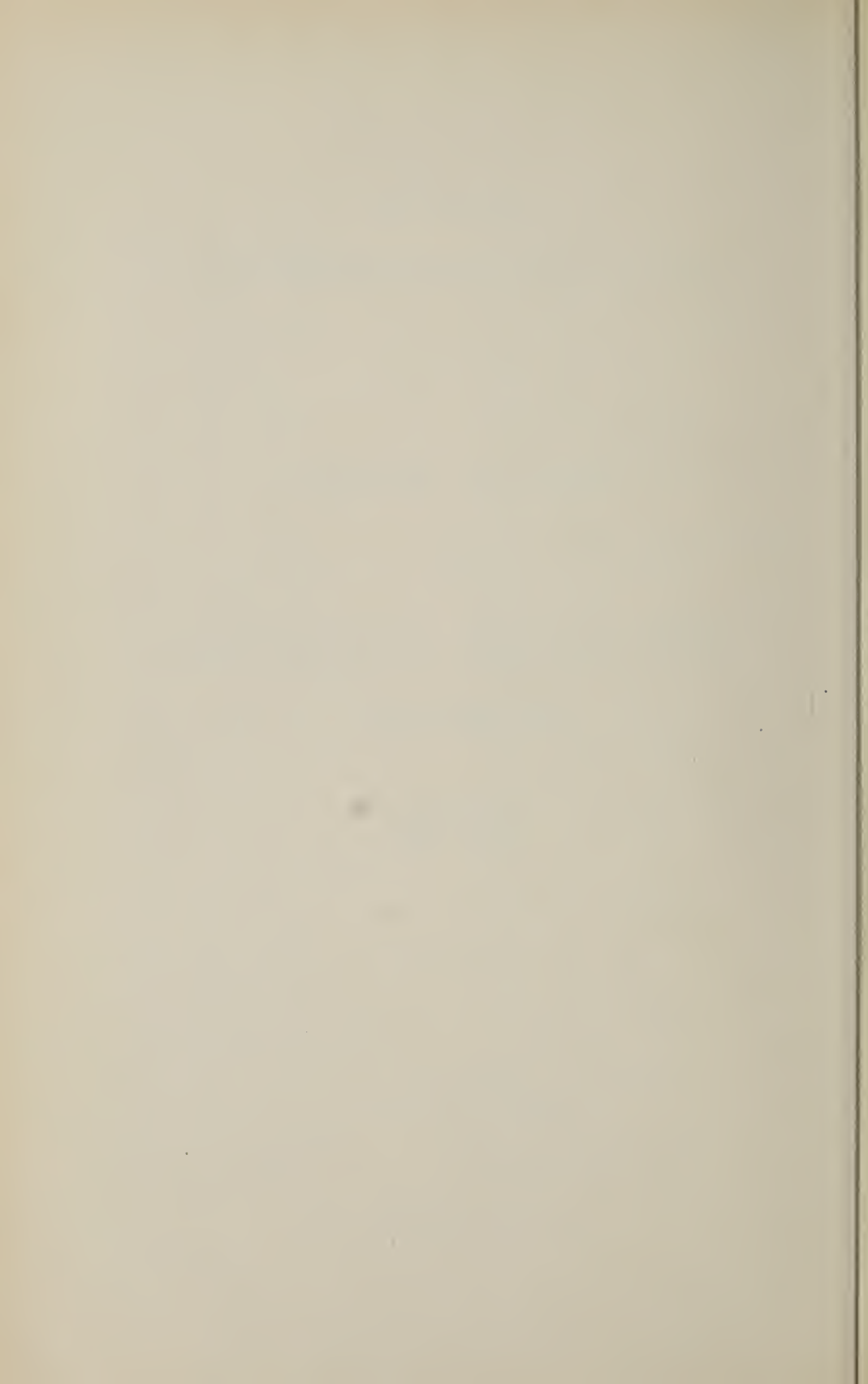
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ANNUAL REPORT  
OF  
THE SCHOOL COMMITTEE  
FOR THE YEAR  
1938

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ANDOVER, MASS.  
SMITH & COUTTS CO.  
1939





Andover, Mass., Feb. 7, 1939

The School Committee voted to adopt the report of the Superintendent as its report for 1938.

ELMER J. GROVER

*Secretary*

## SCHOOL COMMITTEE

MRS. JULIE S. MUSK	High Street	Term expires 1939
ELMER J. GROVER	11 Florence Street	Term expires 1939
ARTHUR R. LEWIS	Lowell Street	Term expires 1939
JOHN M. ERVING	61 Salem Street	Term expires 1940
HERBERT P. CARTER	181 Lowell Street	Term expires 1940
WILLIAM A. DOHERTY	Harding Street	Term expires 1940
FREDERICK C. SMITH, <i>Chairman</i>	Canterbury Street	Term expires 1941
MRS. ANNIE S. ANGUS	Main Street	Term expires 1941
MRS. KATHERINE BALDWIN	Hidden Field	Term expires 1941

*Superintendent of Schools*

HENRY C. SANBORN Porter Road  
Telephone: Office 348-W; Residence 1023

*Clerk*

WILMA F. CORLISS  
Osgood Road

### Principals' Clerks

MARY A. WINKLEY	EVELYN E. RUTTER
Carmel Road	11 Carlisle Street

## GENERAL COMMITTEES

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### *Financial and Advisory*

FREDERICK C. SMITH, *Chairman*

JOHN M. ERVING

MRS. KATHERINE A. BALDWIN

### *Teachers*

MRS. ANNIE S. ANGUS, *Chairman*

HERBERT P. CARTER

ELMER J. GROVER

### *Buildings, Grounds, and Equipment*

WILLIAM A. DOHERTY, *Chairman*

ARTHUR R. LEWIS

MRS. JULIE S. MUSK

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### SCHOOL PHYSICIAN

Philip W. Blake, M.D., Main St.

### SCHOOL NURSE

Edith M. Moreton, Melrose, Mass.

### DENTAL HYGIENIST

Margaret V. Cronin

Center St., Ballardvale

### ATTENDANCE OFFICER

Herbert Lyle

Woburn Street, Ballardvale

### CONTINUATION SCHOOL

*Director*, Carl M. Gahan

*Assistant*, Madeleine Kimball

## JANITORS

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Central Plant

Head Janitor

Assistants

Fireman

Indian Ridge School

Bradlee School

Shawsheen School

West Centre School

North School

Fred Collins, 36 Summer Street

Percy Crosby, Allen Court

Edward Doyle, Holt Road

William Snyder, Baker's Lane

William Stirling, Cuba Street

Edward O'Hagan, Baker's Lane

Alexander Dick, Cuba Street

Gavin McGhie, Ballardvale

Henry Todd, Poor Street

Franklin B. Collins, Salem St.

Mrs. Alma Shiers, North Street

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## COMMITTEE MEETINGS

The first Tuesday of each month, excepting the months of March, July and August, at 7:30 p. m., in the School Committee Rooms, Punchard High School.

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## SUPERINTENDENT'S OFFICE HOURS

8 to 8:30 a. m.; 4 to 5 p. m., on school days.

7 to 7:30 p. m., Tuesdays, Fridays.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7:00 o'clock in the morning, there will be no session of the Punchard School and the Junior High. When the signal is given at 7:45, there will be no session of the grades below the Junior High School in the forenoon, and when it is sounded at 12:30 p. m., these grades will have no session in the afternoon. Should the same signal be heard at 8:15 a. m. or at 1 p. m. there will be no session of the first three grades.

Signal will be given at Lowell Junction from the Watson and Park plant and information will be broadcast on WLAW.



**FINANCIAL STATEMENT**  
For the year ending December 31, 1938

GENERAL EXPENSE

Salaries:		
Superintendent	\$4300.00	
Attendance Officer	100.00	
Clerk	890.00	
Office Expenses	510.62	
	<hr/>	\$ 5800.62

EXPENSE OF INSTRUCTION

Supervisors:		
Salaries and other expenses	\$ 1490.00	
Principal: High	3399.86	
Junior High	3039.32	
Teachers:		
Elementary	41817.02	
Junior High	36651.35	
High	35357.28	
	<hr/>	121754.83
Textbooks:		
Elementary	1825.54	
Junior High	1022.76	
High	1052.29	
	<hr/>	3900.59
Supplies:		
Elementary	948.80	
Junior High	1662.10	
High	1783.62	
	<hr/>	4394.52

EXPENSE OF OPERATION

Janitors:		
Elementary	5128.60	
Junior High	4279.96	
High	3182.36	
	<hr/>	12590.92

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Fuel:		
Elementary	3636.34	
Junior High	2160.20	
High	1607.06	
	<hr/>	7403.60

Janitors' Supplies:		
Elementary	1678.11	
Junior High	3094.16	
High	1609.59	
	<hr/>	6381.86

## MAINTENANCE

Repairs:		
Elementary	2776.38	
Junior High	725.50	
High	754.65	
	<hr/>	4256.53

## AUXILIARY AGENCIES

Libraries:		
Elementary		
Junior High	19.20	
High	173.89	
	<hr/>	193.09

Health:		
Elementary	2318.12	
Junior High	784.57	
High	676.56	
	<hr/>	3779.25

Transportation:		
Elementary	3917.20	
Junior High	4318.93	
High	3589.76	
	<hr/>	11825.89

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 MISCELLANEOUS

Tuition:		
Elementary		
Junior High		
High	916.29	
	<hr/>	916.29
Sundries:		
Elementary	892.22	
Junior High	366.51	
High	397.02	
	<hr/>	1655.75

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 OUTLAYS

New Equipment	2617.39
Adult Education	118.78

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 SUMMARY OF RECEIPTS AND EXPENDITURES

Total Appropriation	\$189160.00
Refunds	163.07
	<hr/>
	189323.07
Total Expenditures	187589.91
Balance	<hr/>
	\$1733.16

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 HOW THE SCHOOL DOLLAR WAS SPENT IN 1938

	1936	1937	1938
	Cents	Cents	Cents
Administration	3.4	3.6	3.1
Teachers' Salaries	62.8	62.8	64.4
Textbooks and Supplies	4.9	5.1	4.4
Janitors' Salaries	5.3	6.8	6.7
Fuel	4.4	3.7	4.0
Janitors' Supplies	2.5	3.3	3.4
Repairs	4.3	3.6	2.9
Health	2.2	2.1	2.0
Transportation	8.1	6.8	6.3
Sundries	2.1	2.2	2.8*
	<hr/>	<hr/>	<hr/>
	100.0	100.0	100.0

\*Including the purchase of 410 new lockers.

## TRUSTEES OF PUNCHARD FREE SCHOOL

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MYRON E. GUTTERSON

FREDERIC S. BOUTWELL

REV. DONALD H. SAVAGE

HENRY G. TYER

REV. FREDERICK B. NOSS

REV. ALBERT C. MORRIS

C. CARLTON KIMBALL

EDMOND E. HAMMOND

*President,* REV. FREDERICK B. NOSS

*Clerk and Treasurer,* EDMOND E. HAMMOND

### *Visiting Committee*

MYRON E. GUTTERSON

REV. FREDERICK B. NOSS

REV. DONALD H. SAVAGE

REV. ALBERT C. MORRIS

### *Finance Committee*

HENRY G. TYER

FREDERIC S. BOUTWELL

EDMOND E. HAMMOND

C. CARLTON KIMBALL

### *Auditing Committee*

FREDERIC S. BOUTWELL

HENRY G. TYER

C. CARLTON KIMBALL

## REPORT OF THE SUPERINTENDENT OF SCHOOLS

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*To the School Committee of Andover*

Ladies and Gentlemen :

I have the honor to submit my twenty-third report which is the forty-ninth in a series of similar reports.

It is always difficult to make an annual report interesting. In the following an effort has been made to emphasize only those features of school work which are of special interest at the moment and have a special bearing on the educational policy of the town. This year the reports of the two high school principals and of some of the special teachers are printed, as they have, in some respects, a decided bearing on the future policy of the school system.

### ELEMENTARY SCHOOLS

The elementary schools have never been better or more enthusiastically administered than at present. All principals are experienced teachers of several years' service in town. They use all the equipment to the fullest extent and their halls and places of recreation to the best possible advantage. They are thoroughly interested in their work and are an inspiration to the superintendent and to the teachers with whom they work. By them there is a constant supervision of supplies and equipment in order that there may be economy along these lines. Yet they are mindful that textbooks, supplies and equipment must be kept up-to-date. They are also mindful that the success of the school system depends not only upon equipment and external features but far more upon the educational policies, thoroughness of the work and character of the teacher.

In the Stowe School, a new piano has been purchased. This was largely paid for by a fund which had been raised in various ways by the children for the purpose of getting some special equipment for the school. The remainder was provided by an appropriation



from the School Department. This has met a long felt need. In the same building new lights have been installed. It has been the policy of the committee for several years to improve the lighting of one building each year. The work is done along the lines specified by an electrical engineer who made a careful survey of all buildings a few years ago.

Through a special appropriation at the town meeting in 1937 a new floor was put in the Shawsheen gymnasium. This made available a regular physical training and game room, as originally planned. Through the efforts of the Shawsheen Parent-Teachers' Association and the School Committee a practical and satisfactory equipment has been furnished.

It is hoped that another year, the sanitary conditions in the Bradlee School basement may be improved. There certainly is need.

On January 5, 1938, the School Committee voted to amend Article 7, Section 1, of the Committee's Rules and Regulations so as to read, "Children who will be six on or before the first day of the following March may be admitted to the first grade if they pass a test showing that they have a maturity equal to that of a child six on or before the first of January. The testing is to be done by someone outside the School Department at the department's expense." A date was set during the second week of school for the examination of such children as might apply. Six children were presented by their parents. The test was given by the Department of Psychiatry at the Danvers State Hospital. Five of the six were admitted. Of the five, all proved to be mentally capable of doing the work with the average child of the grade. One child was somewhat physically handicapped but is still in school. This method of admitting children to the first grade whose birthdays come between January and March, on the whole has been very satisfactory. It by no means stops all the complaints that arise. Of course, those who present their children for examination and whose children are not admitted, feel keenly the discrim-

ination which they believe is made against them. However, as long as the committee agrees that the responsibility of the examination shall rest on a non-resident examiner, it is probably a very wise and satisfactory arrangement. It certainly does give children who are capable of doing the work, the advantage of a few days' or weeks' start in their school life which may make, in the long run, a difference of a year.

During the year new geographies have been placed in the elementary schools. They are written on the lines of the modern ideas of social geography that follow to quite a degree the revolution that is so silently and quietly taking place in everything about us. They mirror changing conditions and conditions of which the schools must take note.

A new basal system of reading, the Curriculum Foundation Series, has been adopted. This system, too, with all its supplementary books and reading, will give the young child an understanding comparable to his age of those social conditions and customs which exist. This system has a well arranged course of study covering Social Studies, Numbers, Health, Art, and Science readers adapted to the age of the child. The particular feature emphasized in the method of presentation is reading preparedness. The teachers seem very enthusiastic over the system.

### SOME FEATURES OF INTEREST

Our system of salary increases for professional study has, on the whole, proved very satisfactory. This year four teachers have completed the required amount of work and received their earned increments. Of course, such a method may stimulate some teachers to do outside work for the mere sake of getting an increase in salary. In these cases, while not working with the most worthy objective, the teacher certainly gets a decided value from the course taken. The courses are approved by the superintendent of schools before being begun and also upon completion. There are a large number of teachers who are doing far more than the necessary work required for salary increases. They are working

without any thought of financial reimbursement, but for the purpose of better preparing themselves for their work and life's usefulness.

Bi-weekly reports on Fire Prevention conditions come to the office regularly. They show that the fire hazard in our public schools is a minimum. Conditions of storage, open stairways and fire escapes are all carefully noted. Fire drills are held regularly on an average of once each month. Children in all schools are trained to leave the school at a given signal, regularly, in an orderly way and without confusion. Metal cans with self-closing covers are used for the storage of all inflammable material. Most of our electrical wiring is new and all is properly incased in B. X. cable, and asbestos blankets are ready for use wherever there is especial danger.

Transportation is still a tremendous problem in the educational field, not only in Andover but in the majority of schools in the towns of the state. This year another school bus was added to take care of most of the children who were previously transported on the Boston and Maine Railroad and the Eastern Massachusetts bus line. This change to a privately owned bus meant a considerable financial saving to the School Department. The children in Andover are transported at a very reasonable rate either when mileage or the individual is used as the basis of reckoning. This is due to the size of the buses and to the number of miles that each driver covers daily. It is generally accepted that our buses are as good as any, if not the best, in the state. They are fully equipped with all the accessories required by state regulation and pass state inspection bi-monthly. The drivers are men of experience. One has driven for more than twenty years and another for nine years. The third driver more recently employed was chosen with special care with reference to his fitness for the job. While a great deal is said about the cost of transportation, it should be understood that the expense, while apparently great, is very small in comparison to the cost that would be involved in

maintaining schools in the near vicinity of the homes of the children. It also must be considered that the educational facilities in disintegrated schools must of necessity be inferior to that of centralized schools.

The School Board has chosen a committee to revise its rules and regulations. The present edition is now out of print and many amendments have been made since its adoption. This committee has begun work and it is hoped that the revised edition will be ready for the press before long.

In another place in this report a curriculum in practical arts has been mentioned. That there may be provided a better understanding of the work done in these courses, Mr. Gahan's report is published and should be read. Mr. Sherman's and Mr. Hamblin's reports also explain features of the newly developed course. It seems almost unthinkable under present conditions that such a curriculum should not be very carefully and thoroughly worked out for the boys in the public schools. The initial equipment for such courses is, of course, costly, but the cost of instruction and material is not much greater than for other courses. As the increase in enrollment in the two high schools continues, it will be necessary for the overflow to go into one of the other buildings. For the sake of space, standardization, and better administration, it may be wise to remove all the practical arts students from the High School to one of the other buildings. It is already true that two of the basement rooms in the S. C. Jackson building are being used by this department at present. You are asked to read earnestly all mention of this subject in the superintendent's report and in the reports of the principals and special teachers.

### ANDOVER HAS BUILT WELL

After two and a half years in the new senior and junior high school plant, it can be clearly seen that "Andover has built well." There is, near the center of the town, a beautiful school plant, facing the park, with exceptionally fine play grounds adjoining,



and in close proximity to a system of elementary schools. The exterior appearance and the location are indeed a credit to the architect and others responsible. It is interesting to review some of the reasons why it can be said with so much conviction that "Andover has built well."

The enrollment in the two schools is still increasing. At present in the senior high school, with only three classes and nineteen post-graduates, there are four hundred twelve students enrolled. The seating capacity of the building is four hundred. Next year there will be an even larger enrollment. The junior high school, at present, enrolls four hundred sixty-three pupils. Five hundred is the maximum enrollment for the building. Four hundred fifty is approximately the seating capacity of the building but it has already been necessary to use several of the special rooms as home rooms. This can be done without disturbing the regular work. There is no reason to suppose that the junior high school will enroll any fewer pupils next year and it is very possible that the membership may reach five hundred or its full capacity. Considering the enrollment of the two schools, the plant is already used to within twenty of its full capacity. "Andover has built well." There will be a continued increase for two or three years. It may be well at this point to remark briefly that this increase is due to State and National legislation and to natural growth. It is no longer possible for children under sixteen years of age to obtain employment in any manufacturing concern, and those under eighteen are restricted to certain employments. The large number of unemployed adults makes it impossible for many of the young people to get work and their time in school is much better spent than on the streets.

This leads to a discussion of the post-graduate situation. Each year more and more students who have their diplomas, but who for various reasons cannot leave town to go to other schools, return to continue their work in the Punchard High School. Shall the town give these young people what they seek? It should.

Post-graduates should be urged to come back to school and if in sufficient numbers they want courses which are at present not furnished, such courses should be started. Such an increase in post-graduate work very possibly may eventually lead to several years of a junior college. This idea has long since been developed in some cities and locations where post-graduates have desired further educational opportunities.

Another feature is the Adult Alien Educational School. This school is primarily for the benefit of those who are desirous of becoming citizens. On studying the situation in Andover, it was found there are approximately four hundred fifty people residing within the town limits who are not citizens of the United States. The School Committee deemed it advisable to make a personal canvass of these people, explaining to them the opportunities offered by the Adult Classes and encouraging as far as possible their attendance. This resulted in bringing the school to an enrollment of nearly fifty. The State Department of Education is much interested in these classes. The State pays half the expense. The school is in charge of Miss Mary G. Bailey who is assisted by Miss Florence McCarthy. It is probable that if the enrollment continues to increase, an additional teacher may be necessary. The school is visited frequently by experts from the State Department, who understand the needs and talk with the individual students as well as counsel the teachers. Since the school has started, twenty-eight have applied for their second papers, eight for the first, and two have passed their examination for citizenship. This work is certainly worthy of commendation.

In spite of all that has been said in regard to hard times, we find that the school population in Andover is very steadily increasing through natural causes. There are several locations in town where distinct building developments are taking place, and as these houses are occupied, new children enter our high schools. The senior high school had fifty such pupils enter during the fall term. The extent of this growth is, of course, unpredictable. How-



ever, it is sufficient to be included as one of the reasons why "Andover has built well."

The new plant is already inadequate for the housing of all the new courses developed by recent economic conditions and increased enrollment. It has been necessary to provide for the boys in the last year of the junior high school and in the senior high school a course in practical arts. For a full discussion of this course, Mr. Gahan's report may be very profitably read. At this point it should be borne in mind that already two of the rooms in the basement of the S. C. Jackson School are used as practical arts shops. It is quite apparent that with an additional enrollment in the next two years or more and the development of this course into one of practical standards, in order to give these boys what they need, additional rooms in the S. C. Jackson and John Dove Schools which are now not in use, will have to be set aside. While this practical arts development is for boys it should be understood that existing courses are already offered for girls. These are sewing, cooking and commercial. These courses have been for some time and still are giving the girls what this new practical arts course is giving the boys.

Without the new plant, our development of a health program would have been impossible. Adequate rooms are furnished for the physician, school nurse, and dental nurse. The double gymnasium furnishes an opportunity for physical training for both boys and girls which would have been absolutely impossible.

The new plant has also made possible the development of many clubs and extra-curricular activities. These have for years been a growing feature of our educational program. They are today commended by the most thoughtful people and the best educators in the country as probably one of the most valuable of our activities. It must be remembered that industrial and economic conditions have so greatly changed in the last few years that the term "revolution" is aptly applied. This economic and industrial revolution is giving to the ordinary person approximately one-third of

his time for leisure. This leisure time must be profitably occupied or else a grave social crisis may be created. It is hoped that these clubs and extra-curricular activities may help to fill this social gap and furnish for many of these children who are to be citizens of the next generation some happiness or develop some gift which will enable them to employ leisure hours and make themselves useful to others.

At this point something should be said in regard to the ethical value of the buildings. The auditorium in itself is through its beauty of line and color an inspiration to every student in the two schools. All who assemble in the hall are conscious of the beauty and inspiration it gives. The new building is not one that needs much decoration. At present no wall decoration in the auditorium is being considered except the bronze memorial tablets which are to be placed in the foyer in accordance with the vote of the town on March 8, 1937. These tablets are in memory of those who served in the World War. A decoration committee was chosen to govern somewhat the murals and pictures which may be placed upon the walls. The Ladies' Auxiliary to the Andover Post, Veterans of Foreign Wars, gave a sum of money with which three pictures were purchased; one of Lincoln, one of Washington, and one of the Covered Wagon. For these many thanks are extended to the auxiliary. In the Junior High School library there have been installed some very excellent murals. A large part of the money for these was very thoughtfully donated by those having in charge the adult classes at Phillips Academy. These murals, done by a well-known artist, Mr. Karl Zerbe of the Boston Museum School of Art, are interesting and inspiring. The artist, in developing them, had in mind the use of the room and the purpose of the building. Those at Phillips who had this matter in charge are certainly deserving of our very hearty thanks.

"Andover has built well." The auditorium is used almost daily for general assemblies for the school, for lectures, and for evening entertainments. Both gymnasiums on school days are in use from

eight in the morning until five in the afternoon, almost without cessation. The physical education activities and athletic activities have been carefully reviewed in other reports and are mentioned in the supplementary reports this year.

In addition to its many useful features, the new plant has a cafeteria which is being operated for the benefit of the two high schools. As both schools have only one session, it becomes almost imperative that children be furnished some means of obtaining a mid-day lunch. At the present time, the cafeteria is managed by one of the junior high school faculty with most creditable results. The purpose as it is now operated, is not to make money but simply to pay all expenses such as help, food and new equipment, and to give the child the best possible lunch for his money.

Not only the two high schools have benefited by the auditorium and gymnasium but facilities for assemblies and physical training have been furnished the elementary schools on the same grounds. Other organizations such as the Parent-Teachers' Association and the Alumni Association have made extensive use of the new plant. Beyond the activity of the schools and the organizations closely connected with the schools, there have been many opportunities furnished both by the hall and gymnasium for outside organizations to meet and carry on successful activities.

Summing up this report, the reader has but one conclusion, "Andover has built well."

In conclusion, this report should express appreciation to the teachers in Andover for their earnest efforts to maintain high standards and to citizens of Andover for their pride and support of the Andover Public Schools.

Respectfully submitted,

HENRY C. SANBORN

*Superintendent of Schools*

## REPORT OF PRINCIPAL OF PUNCHARD SCHOOL

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*To the Superintendent of Schools and the Trustees  
of the Punchard Free School.*

Gentlemen:

I have the honor to submit my twenty-ninth annual report as Principal of the Punchard High School.

The enrollment has shown another increase. In January 1938, the total was three hundred ninety-seven. So far this year, we have enrolled four hundred twenty. Of this number however, nineteen are post-graduates, the largest number of this group that we have ever had. Some of them are pupils who as undergraduates did not fully meet the requirements of the institutions which they finally decided to try to enter. Others have found no employment and are simply trying to utilize their leisure for further study. The entering class from the Junior High School was smaller this year than last, but the present Senior Class outnumbers the Class of '38 by nearly 30. The even distribution of the three classes—tenth grade, one hundred twenty-eight; eleventh grade, one hundred thirty-five; twelfth grade, one hundred nineteen—shows how pupils are staying in school. As we can normally accommodate only four hundred pupils, it is a question whether we should adopt a policy in the future of taking no post-graduates. After the town has furnished twelve years of free education, can it be expected to take care of the graduates? I feel confident that eventually the towns will do this, but such provision will require more room and more equipment than we have to offer today.

There has been very little change in our program of studies during the year. The Practical Arts curriculum which went into effect in the tenth grade last year has been extended to include the eleventh grade, with work in English, History, Science, and Shop Work for these young people. We find this year that they have become more assimilated into the routine of the school than was



true a year ago. We still are without much provision for girls who would like a similar course with the domestic arts in place of shop work which the boys now have.

The Commercial Department has received new equipment and it functions better than ever. The Typewriting Room has now reached its capacity and is full practically all the time. The addition of an Ediphone will give Senior girls an opportunity to learn the use of this machine which is so common now in our business offices.

The most serious problem which confronts the general high school today, in my opinion, is how to maintain a high standard of scholarship in the Academic and Commercial curriculums while we are taking care of the people in the Practical Arts and General groups. As has been said so often, it is the duty of the high school to provide for all children of all the people who present themselves at the school. Not all of them by any means can profit by the old academic work. Yet in the effort to find satisfactory occupation for this group, it would be a shame to neglect the students who are just as good or at least have just as much native ability as any we have ever had in the past. It seems to be the universal decision of college authorities that they do not wish to exclude the product of our high schools in favor of that of the strictly preparatory schools. The large cities can differentiate their offerings among different types of high schools, but for the smaller communities all groups must be kept together. I am not sure but what this is a good thing for the pupils, but the strain of maintenance of high standards by the teachers becomes greater and greater. Too many parents look not only for equality of opportunity for their children, but apparently want equality of marking.

Last June we began to receive the benefit from the legacy of Margaret Hinchcliffe of the Class of 1917, and the most substantial scholarship which we have ever been able to assign was awarded to the valedictorian of the Class of '38, Virginia Batcheller, who has entered Radcliffe College. As our most generous



donor, Miss Hinchcliffe should have some suitable memorial in our school. As the years pass, the personnel of the school will consist of those who never knew her, and we should have some way of suitably perpetuating her presence.

For the first time for many years the school is not publishing a school paper. For one reason or another, some of which were good and some regrettable, it seemed impractical to do so this year. I hope that the publication of the *Punch Harder* may be resumed before long.

Our Athletic Association is now upon a thoroughly sound basis. Although this year we haven't had a football team that won all its games, yet it is healthy for the school not to have too many such. The keen rivalry which has developed of late between us and the Methuen High School led to the greatest attendance that we have ever had at any athletic contest, at the football game on November 11th of the past year. There were over 5000 people here, so many of them from out-of-town—that is, not season ticket holders—that the profits of the game filled our treasury. I append the report of Mr. Doherty, our treasurer, which has usually been published in the *Punch Harder*. Our record for conservatism has been so good that we hope to keep a good share of this balance for those lean years when expenses exceed income.

I should like to repeat what I said a year ago about the demands upon the school for special observances and for the support of many worth while plans. Every year the number of requests that come to us from individuals and organizations increases. It is my earnest hope that in the cases to which we have to say no, the organizations concerned will not feel that we are discourteous or lacking in sympathy, but will understand that we have our work to do which has gradually become more and more complicated, and that the suspension of that work for any cause entails a loss to the pupils and oftentimes much additional work for already busy teachers.

The historian who writes of conditions today will doubtless

stress the many changes which have taken place in the last quarter of a century. If he is wise, he will note that not the least of these changes has occurred in the public schools of our country. What might almost be called a revolution has taken place quietly—so quietly, in fact, that even people who are in a position to observe it, have hardly noticed it. The future has a challenge for all educators. Much of the philosophy and theory of public school education is still very hazy, and it remains for clearness and accuracy of definition to be sought in the future and for practical methods to be devised which shall put the right theory into practice. I feel, however, that there is no field of activity where the desire for a clear solution is more earnest or where the task of evolving the best has more devotion given to it than among the public school men and women of our day.

Respectfully submitted,

NATHAN C. HAMBLIN,

*Principal*

# PUNCHARD ATHLETIC ASSOCIATION FINANCIAL STATEMENT

From September 1, 1938 to December 31, 1938

## RECEIPTS

Balance on Hand September 1, 1938 . . . . .	\$ 119.59
A. A. Dues . . . . .	126.85
Season Tickets—Football (adult) . . . . .	31.00
Season Tickets—Football (J. H. School) . . . . .	2.50
Season Tickets—Basketball (adult) . . . . .	3.00
Guarantees from other teams—Football . . . . .	105.00
Gate Receipts—Football . . . . .	2369.75
Gate Receipts—Basketball . . . . .	32.65
Girls' Horse Show . . . . .	9.05
Sale of Refreshments at Football games . . . . .	14.19
Total Receipts	<u>\$2813.58</u>

## EXPENDITURES

Dues to Mass. H. S. A. A. . . . .	2.00
Printing . . . . .	15.05
Stamp Pads, Stamps and Inks . . . . .	6.40
Bank Charges . . . . .	1.27
Transportation—Football . . . . .	94.00
Transportation—Baseball, June 1938 . . . . .	10.00
Medical Attention . . . . .	25.00
Medical Supplies . . . . .	5.28
Guarantees to other teams . . . . .	75.00
Officials—Football . . . . .	140.00
Officials—Basketball . . . . .	14.00
Police . . . . .	84.00
Equipment and Supplies . . . . .	570.30
Purchase of Lockers . . . . .	20.00
Cleaning and Repairing Equipment . . . . .	26.50
Athletic Letters and Emblems . . . . .	22.10
Telephones and Miscellaneous . . . . .	7.90
Feeding Squad at Brookline . . . . .	18.65
Football Banquet . . . . .	46.34
Ticket Sellers . . . . .	12.00
Total Expenditures	<u>\$1195.79</u>
Balance to date . . . . .	\$1617.79

JOSEPH B. DOHERTY, *Treasurer*

## REPORT OF JUNIOR HIGH SCHOOL

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Mr. Henry C. Sanborn  
Superintendent of Schools  
Andover, Massachusetts

Dear Sir :

I have the honor and pleasure of submitting my second report as Principal of the Andover Junior High School.

The initial enrolment in September was four hundred sixty-one, an increase of twenty over last year's. This extra number was readily assimilated and although the home rooms are filled to seating capacity, there are adequate facilities for all.

A great English schoolmaster, named Sanderson, said not long ago, "Schools should be miniature copies of the world." We have tried to make this come true in the Junior High School, where every attempt is made to make each pupil a worth while citizen as well as an able student. Subject matter is focused upon the pupil's needs rather than upon the teaching of isolated facts without relationship to living.

Our many group activities are planned so that no boy or girl is excluded, and we have set ourselves the task of devising some work suitable for each pupil. The pupils of the Junior High School continue to govern themselves admirably through their Student Government Association. Although there is an advisory board of five faculty members, the pupils are allowed as much latitude in governing as seems feasible. With high hopes for a future where honest men and women will accept civic leadership and responsibility we watch these boys and girls govern their school earnestly, seriously and fairly. They take care of school violations, handle student finances, and provide school entertainments.

A significant phase of our school life is our program of assemblies under the direction of Miss Atkinson. By arrangement with the School Assembly Service, and in conjunction with Punchard High School, the Student Government Association has sponsored

a series of six lectures designed to broaden our cultural outlook. In addition, student-participation programs are presented once or twice a month, most of them a direct outgrowth of classroom work. A vocational program which dramatized commercial activities, an open forum on "Ways to Peace," a round-table discussion by new students, comparing with ours the school systems from which they had come, and a Book Week Symposium on the joys of reading were among those most enthusiastically received. The value of the co-operative effort involved in planning and presenting these programs cannot be too strongly emphasized.

The business course offered in the ninth grade gives the pupil a citizen's understanding of business functions that will enable him to live more happily and helpfully in his community. He discovers that business plays an important part in the life of everyone. Under the supervision of Miss Oliver, the study of banking is presented through the school bank, managed and controlled completely by one business division. Last year the sum of \$600 was received in deposits and refunded at the end of the school year. Many of the pupils in this course received valuable training in clerical work by assisting teachers as junior secretaries. Working in the school cafeteria encouraged the need for information in salesmanship; and business management of the school play offered an opportunity for organization and management of funds and tickets.

In the ninth grade literature classes, the socialized recitation is being used to good advantage. The discussion is turned over to the pupils with the teacher acting as a guide only when necessary. More students are taking an active part than formerly.

In September the time allotment in all English classes was increased to seven periods, one of which is a supervised study. This was done to replace the general study periods and to give the teachers the opportunity to guide pupils toward better results in their work. In the seventh and eighth grades the work has consisted of guidance in handling the dictionary and building words:



and in the ninth, the stress has been on determining meanings from a study of the roots, prefixes, and suffixes. In the college preparatory divisions, this work is correlated with Latin.

A vocabulary test was given in all grades in early November, and a second is to be given in May to see what advancement has been made.

In comparison with standard marking systems our ranks show that a high percentage of our students are doing better than average work in English.

Several times during the year we mimeograph copies of the school paper, the *An-Ju-Hi*. A student staff with the aid of the English teachers makes the selection of material, and the Commercial Department helps with the printing and assembling.

One thousand ninety-four titles have been circulated for home use from the School Library this year. The library owns six hundred sixty-nine books supplemented by two hundred fifty titles from the Junior Room of the Memorial Hall Library. Miss Robinson, of the Junior Room, who gives one and one-half hours daily at our library, has trained thirty-seven pupils so that, one at a time, they can perform clerical duties during her absence, and thus keep the library open during all school hours.

During Book Week the library compiled and distributed book-lists to the students and members of the Parent-Teachers' Association.

The school expresses its appreciation to Miss Jane Carpenter for her gift of magazines, as well as to the anonymous donor of thirty excellent books.

We are constantly striving to fulfill the seven functions of a school library as indicated by the National Survey of Secondary Education: "To enrich the curriculum and supply reference material, to provide for worthy use of leisure time, to train pupils in the use of books and the library, to serve as a centralizing agency for the school, to train for character, to serve teachers, and to assist in the guidance program of the school."

The walls of the library have been enriched and enlivened by three murals painted by Mr. Karl Zerbe. They combine a multiplicity of detail with a strong central theme, and suggest to the observing student the many fields of activity which lie before him in this world. These murals were procured for us by the Junior High School Decoration Committee, a large part of the necessary money having been donated by the Phillips Academy Adult Education group.

This year marks the attainment of two goals for the General Science Department. First, the replacement of a cadet by a regular teacher permits better integration of instruction than would be possible without a permanent teaching staff. Secondly, we have for the first time a ninth grade which has had two previous years of science study. This good background enables the instructor to expand further with the law of cause and effect.

About eighty-seven percent of last year's ninth grade entered Punchard in September, the remainder entering various private schools. The pupils who were honor pupils in Junior High are now on Punchard's honor roll. Of those who went to private schools we hear splendid reports from their headmasters. But we are not concentrating, we earnestly hope, on the honor pupil. True, those who stand out in the student body of a junior high school are usually those endowed with "book" intelligence, for there are no athletic luminaries, and the pupils usually pick their officers from among the ranks of the best students.

It is a deplorable fact that all schools are not equipped to train boys and girls with other kinds of intelligence than that which masters book learning; for example, the boy who can take any engine apart and put it together again correctly, the girl who has a natural aptitude for housekeeping, and the boys and girls who have an inherent love of music, yet no skill at languages. Shall we say that they are unintelligent because they cannot "make" the honor roll? Never! They possess other kinds of intelligence, just as valuable to the progress of the world as scholastic intelligence.

What are we doing for these pupils in our junior high school? Everything we can. We offer a wide range of subjects in business and practical arts, we have clubs of every conceivable kind, and home room guidance periods which seek to find what type of work will ultimately be most interesting and suitable to each individual child. It is a glorious opportunity for teachers, as well as their chief duty, to try to educate everyone.

We have found our work pleasant and satisfying. We are grateful to you, Mr. Sanborn, and to the School Committee for your confidence in us, and we pledge ourselves once again to give our best efforts to the town of Andover.

Respectfully submitted,

KENNETH L. SHERMAN

## REPORT OF THE CONTINUATION SCHOOL

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*To the Superintendent of Schools*

Dear Sir:

I herewith submit my annual report as Director of Andover Continuation School.

Registration: Three boys and six girls were registered from August 31, 1937, to August 31, 1938, and three boys and two girls were registered from August 31 to December 31, 1938.

Attendance: The percent of attendance for boys and girls for the year 1937-38 was 94.59.

Sessions: There is one class a week for boys and girls.

Records: Continuation School records were approved by the Massachusetts Department of Education.

Production: The value of production for both boys and girls was as follows:

Girls	\$ 50.62	
Boys	105.00	
	<hr/>	\$155.62

Maintenance:

Cost of School for year 1937-38	\$226.59	
Amount allowed by the State for overhead expenses	95.65	
	<hr/>	130.94

Received from:

Smith-Hughes Fund	104.01	
Reimbursement from State	113.30	
Materials	2.50	
Value of work done by pupils for school department (boys)	75.00	
	<hr/>	294.81

Net income to Andover for Maintenance of School	163.87
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A detailed explanation showing that the financial statements are obtained from Continuation School records such as must be kept by the School was given in the 1933 report, and the same applies to the above figures. Therefore, instead of \$163.87 income to Andover for maintaining the school as is shown on our records, the town treasurer received \$113.30 from the State and \$104.01 was received from the Smith-Hughes Fund.

Respectfully submitted,

CARL M. GAHAN, *Director*



## REPORT OF THE HEALTH DEPARTMENT

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Mr. Henry C. Sanborn  
Superintendent of Schools  
Andover, Massachusetts

Dear Sir :

It is my belief, as I scan the records of those who are entrusted with the health education and care of our public school children, that we are building up a generation which will be entirely freed from many of the pains, defects, and illnesses that have formerly been considered unavoidable and necessary evils. It is known that already diphtheria, which was once a common enemy, has been practically eradicated in our school population, through use of inoculations. Tuberculosis is another foe, more insidious but none the less deadly, whose spread is being checked by painstaking efforts to detect the earliest symptoms, and thus arrest its chance for further progress. Over a period of years, we have availed ourselves of the services offered by the Chadwick Clinic, and with the co-operation of the school nurse, physical directors, and teachers, the benefits are educational as well as diagnostic. Our pupils could themselves tell you that "tuberculosis can lurk in a strong young body, and that one's greatest protection lies in discovering the infection while it is yet in the silent stage. Should the evidence show that danger is ahead, prompt action will in most cases head off the tragedy of serious tuberculosis. The tuberculin test, simple and harmless, shows whether or not the germs of the disease have invaded the body. If this test is positive, an X-ray picture of the chest will show whether any damage has commenced in the lungs." This past year, through the facilities of the Chadwick Clinic, eighteen children who were previously listed as "suspects" have been re-examined, and you will be glad to know that the entire number were reported "improved," and three were discharged from the clinic as completely cleared. The tuberculin test was given to a large number of new cases, and of these, twenty-nine positives

were checked with further examinations and X-rays. Of this number eight were free of symptoms, and the others will be followed along for further observation. These children should be classified not as "actual," but rather as "potential" cases, who will probably entirely escape the disease through being safeguarded at this time.

I am increasingly pleased with the excellent training given by our physical instructors, and I venture to predict that here, too, the present generation will be spared many of the adult ailments which are so often due to physical under-development or lack of muscular co-ordination. The program is planned intelligently, with the thought of encouraging the activities needed by the individual child, and yet with a watchful eye on the child who tends to over-exert. Through the Physical Fitness Index, the pupil is acquainted with his own short-comings and becomes anxious to attain those standards which are rated normal for his size and age.

As an instance of the assistance which is always generously given, I would like to mention the fact that of the twelve children who were found to need glasses, when eyes were tested, the Red Cross supplied glasses for ten of the number who could not have had them otherwise. We are also indebted to this organization for shoes, clothing, and food for needy children.

The school nurse has faithfully and tirelessly performed those services which are a part of her routine, and has also helped at all times in the special projects which have been undertaken. The department as a whole continues to aim for children who, because they are *healthy*, are likewise *bright* and *happy*.

Yours very truly,

PHILIP W. BLAKE, M.D.,  
*School Physician*

## REPORT OF THE PRACTICAL ARTS DEPARTMENT

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*To the Superintendent of Schools*

Dear Sir :

I herewith submit my twentieth annual report as Head of the Practical Arts Department in the Andover Public Schools.

### MOTIVATION AND OBJECTIVES

Having accepted the theory that the best form of motivation is success, the head of the department in his supervisory work has used his every effort toward the endeavor to adjust each child's project to his recognized ability. This has required much individual work and study, but the results seem to warrant the effort. The resulting enthusiasm on the part of the pupil to create or recreate has justified the work done by the several instructors. By carefully regulated steps each project leads toward a mastery of tools, machines and materials by which man has elevated himself to the position of ruler of the animate and inanimate world in which he lives. The school must represent a miniature world to the pupil which he must subjugate to his controls even as the adult must subjugate the greater world in which we live, thereby gaining the greatest appreciation, satisfaction, and pleasure which come to those who can use materials, tools, and machines to the greatest extent of their possibilities.

For purpose of clarity it seems advisable to separate the statistics and accomplishments according to schools as follows :

### JUNIOR HIGH SCHOOL

The membership during the fall term was ninety-seven boys and eight girls in the seventh grade, seventy-eight boys in the eighth grade, and twenty-one boys in the ninth grade.

The seventh grade work is of a fundamental nature during the first term and after this the problems vary according to special

abilities and interests in tryout courses. Most of the work in this grade has been done by the pupils for themselves. There are two periods a week. One is for teaching fundamentals in woodwork and finishes. The other gives a choice of three of the following activities; elementary metal work and soldering, electricity, concrete, model airplanes, or boats.

The eighth grade activities consist of diversified shop work more advanced than that of the seventh grade. Work is more individual and progress depends largely upon the individual child. The eighth grade has three periods a week. One period is for woodwork, offering a choice of carpentry, furniture construction, cabinet making, milling, wood turning, and carving. A short time is given to job analysis. Another period includes a choice of instruction in household mechanics, wrought iron work, and the elements of bookbinding, and simple leather work.

The Practical Arts course in the ninth grade is elective. Shop instruction of an ungraded vocational nature is given five periods a week and one period to mechanical drawing.

The largest group of boys yet to choose the Practical Arts course did so in September. They were exceptionally well-qualified and show unusual initiative in the jobs given them.

Mechanical drawing is required of the boys in connection with the business course of the ninth grade. There are three divisions having two periods a week. Charts and graphs are emphasized because of their accuracy, time saving qualities, and their convincing effects upon business to show progress or loss in various enterprises. Many girls are entering business and there is no reason why this type of mechanical drawing would not be as valuable to the girls taking business as to the boys.

### HIGH SCHOOL

The number availing themselves of shop work which is offered solely as an elective is seventy-seven pupils. This is an increase of fifteen over last year. Twenty-one pupils have elected mechanical drawing.



It has been indicated above that the type of work is diversified ranging from simple projects for those lacking in skills and natural ability, to the more intricate work of building small boats which has an appeal to the average boy, and cabinet making which is unlimited in its possibilities.

Much work has been done for the school department such as refinishing furniture, constructing bulletin boards, picture frames, and an additional typewriting table similar to the others built by this department.

As in previous years the department has been called upon by outside agencies. Some of the high school and ninth grade boys have just completed three large tables for the young people's use in the Andover Guild.

A somewhat similar line of work has been carried on by sixteen sophomores and fourteen juniors in the Practical Arts Course. For the first time these two classes have Mechanical Drawing once a day as a regular class.

The Sophomore Practical Arts course includes Shop, Mechanical Drawing, English, Science, American History, and Physical Education.

### EXHIBITS

Last spring exhibits of work done in this department were presented in connection with one of the Parent-Teachers' Association meetings.

This fall an exhibit of some Junior High School pupils working as a regular class evoked much interest on the part of parents, indicating an appreciation by them of the work being done by the young people.

### CONCLUSION

I wish at this time to express appreciation for the consideration and suggestions offered by the Superintendent of Schools, the Principals of the Junior and Senior High Schools, and the willing co-operation of our assistants.

Respectfully submitted,

CARL M. GAHAN



## REPORT OF THE ATTENDANCE OFFICER

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*To the Superintendent of Schools*

I hereby submit the following report for the year 1938.

Number of cases reported . . . . .	14
Number of cases investigated . . . . .	14
Number of truants . . . . .	4
Number of absences with legal excuse . . . . .	0
Number absent because of sickness . . . . .	5
Number absent for lack of clothing . . . . .	1
Number absent to help at home . . . . .	3
Number absent for other insufficient reason . . . . .	1
Number of cases prosecuted . . . . .	0
Number of visits to factories . . . . .	0

HERBERT LYLE,

*Attendance Officer*

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## BUILDINGS

No.	Valuation	School	1937		1938	
			No. of Pupils	Cost per Pupil	No. of Pupils	Cost per Pupil
1	\$130045	Punchard High School	379	146.10*	384	141.48*
2	350000	Junior High School	442	140.26	443	135.71
3	58320	Stowe	152	91.61	150	89.08
4	87370	John Dove & S. C. Jack.	94	91.61	226	89.08
5	156000	Shawsheen	151	100.05	155	104.13
6	54300	Bradlee	72	147.28	74	106.23
7	33750	Indian Ridge	64	105.19	65	107.51
8	6860	West Center	55	81.89	56	90.74
9	8900	North School	20	93.35	21	98.89

Average cost per grade pupil \$97.95.

\*Inclusive of amount paid from Punchard Fund.

## APPENDIX

## SCHOOL CALENDAR

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1939

### SPRING TERM—Eight Weeks

March 6, Monday	Third term begins
April 19, Wednesday	Patriots' Day, Holiday
April 21, Friday	Barnard Prize Speaking
April 28, Friday	Third term ends

### RECESS—One Week

### SUMMER TERM—Seven Weeks

May 8, Monday	Fourth term begins
May 12, Friday	Lincoln Spelling Contest
May 30, Tuesday	Memorial Day, Holiday
June 13, Tuesday, 8:00 p. m.	High School Graduation
June 23, Friday	Fourth term ends

### FALL TERM—Fifteen Weeks

September 6, Wednesday	
High and Junior High	First term begins
September 11, Monday	
Other Schools	First term begins
October 12, Thursday	Columbus Day, Holiday
November 29, Wednesday noon	Day before Thanksgiving
November 30, Thursday	Thanksgiving Day, Holiday
December 1, Friday	Thanksgiving Recess
December 15, Friday	Goldsmith Prize Speaking
December 22, Friday	First term ends

### RECESS—One Week

1940

### WINTER TERM—Eight Weeks

January 2, Tuesday	Second term begins
February 22, Thursday	Washington's Birthday, Holiday
February 23, Friday	Second term ends

### RECESS—One Week

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 SPRING TERM—Eight Weeks

March 4, Monday	Third term begins
April 12, Friday	Barnard Prize Speaking
April 19, Friday	Patriots' Day, Holiday
April 26, Friday	Third term ends.

## RECESS—One Week

## SUMMER TERM—Seven Weeks

May 6, Monday	Fourth term begins
May 10, Friday	Lincoln Spelling Contest
May 30, Thursday	Memorial Day, Holiday
June 11, Tuesday, 8:00 p. m.	High School Graduation
June 21, Friday	Fourth term ends

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 ATTENDANCE BANNER WINNERS
 

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<i>Month</i>	<i>Teacher</i>	<i>School</i>	<i>Pct.</i>
January	Miss Fitzhenry	Bradlee	98.4
February	Mrs. Hilton	West Center	98.2
March	Miss Harnedy	Shawsheen	97.1
April	Miss Conant	Stowe	99.1
May	Miss Brown	Indian Ridge	99.2
September	Mrs. Dodson	Indian Ridge	100.
October	Mrs. Dodson	Indian Ridge	98.9
November	Mrs. Dodson	Indian Ridge	98.5
December	Mrs. Tate	John Dove	99.5

## JANUARY 1, 1938—JANUARY 1, 1939

SCHOOL	GRADE	NAME	ADDRESS	First Resig- Election nation	EDUCATION
PUNCHARD	Principal	Nathan C. Hamblin	117 Chestnut Street	1910	Harvard University
	Science	Eugene V. Lovely	Allen Court	1911	Bates College and B. U.
		Joseph B. Doherty	Harding Street	1933	Boston College
	History	Charles A. Gregory	Whittier Street	1924	Bates College
		William McDonald	Chestnut Street	1930	Boston College
	Practical Arts	Emil E. Keiler	137 Main Street	1937	Fitchburg Teachers' College
		Mary L. Smith	Main Street	1914	Smith College
	English	Edward C. Manning	Bartlet Street	1938	Harvard University
		Lilian J. Fox	Cedar Road	1920	Radcliffe College
	Mathematics	Emma G. Carter	1 Punchard Avenue	1924	Mt. Holyoke College
Gertrude Berry		174 High Street	1923	Jackson College	
JUNIOR HIGH	Business	Mervin E. Stevens	Cedar Road	1923	Bay Path Institute
		Agnes V. Dugan	Maple Avenue	1932	Salem Normal and B. U.
	Latin	Marion Macdonald	Morton Street	1934	Salem Normal
		Helen C. Munroe	24 High Street	1930	Radcliffe College
	Modern Languages	Helen DeM. Dunn	Elm Street	1914	Radcliffe College
		E. Marjorie Smith	Cedar Road	1926	Radcliffe College
	Principal	Kenneth L. Sherman	Main Street	1935	U. S. Naval Academy and B. U.
		Dorothy C. Trott	Central Street	1934	Boston University
	English Cadet	Beatrice Stevens	High Street	1935	Salem Normal and B. U.
		Mabel I. Barron	Lowell Street	1938	Boston University
JUNIOR HIGH	Social Science	Nancy Hird	Salem, N. H.	1919	Plymouth Normal
		Cecilia Derrah	26 Summer Street	1911	Salem Normal
	Social Science	Reta Atkinson	24 High Street	1924	Truro Normal
		Mabel Marshall	26 Pasho Street	1934	Boston University
	Latin	Elizabeth Stephan	Summer Street	1936	Boston University
		Ida M. Grover	Harding Street	1933	Boston University
	Mathematics	Bernice Stimpson	17 Summer Street	1913	Gorham Normal
		Evelyn Parker	38 Florence Street	1917	Keene Normal and B. U.
	Business	Evelyn Oliver	Summer Street	1936	Salem Normal
		Milton Blanchard	Carmel Road	1936	Wentworth Institute
General Science	Benjamin Dimlich	Salem Street	1936	Bates and Springfield College	
	Alberta Espey	61 Elm Street, Methuen	1923	Fitchburg Normal	
Home Economics	Florence Gates	24 High Street	1934	Framingham Teachers' College	



# TEACHERS — Continued

JANUARY 1, 1938—JANUARY 1, 1939

SCHOOL	GRADE	NAME	ADDRESS	First Resig- Election nation	EDUCATION
JOHN DOVE AND S. C. JACKSON	Principal—V	Catherine Barrett	102 Chestnut Street	1924	Salem Normal
	VI	Eunice Stack	20 Summer Street	1921	Salem Normal
	VI	Bessie Conant	116 Main Street	1924	Aroostook Normal
	V	Nola Porter	Main Street	1936	Worcester Teachers' College
	IV	Alice Stack	20 Summer Street	1923	Salem Normal
	III-IV	Mary Burke	Bartlet Street	1933	Lowell Normal
	III	Helen McGraw	28 Maple Avenue	1926	Gorham Normal
	II	Irene Wells	27 Summer Street	1935	Framingham Normal
	II	Adèle Duval	20 Wolcott Avenue	1938	Winona (Minn.) Normal
	I	Adeline M. Wright	Ballardvale, Mass.	1937	Lowell Teachers' College
SHAWSHEEN	Special	Margaret B. Tate	Maple Avenue	1933	Vassar College
	Cadet	Irene H. Carson	Locke Street	1939	Salem Teachers' College
	Principal VI	Anne Harnedy	24 Summer Street	1920	Lowell Normal
	V	Vera Thurston	57 Elm Street	1926	Framingham Normal
	IV	Charlotte Marshall	Summer Street	1937	Salem Teachers' College
	Cadet	Florence McCarthy	22 High Street	1937	Lowell Teachers' College
	III	Edith Donald	Carisbrooke Street	1927	Mt. Holyoke College
	II	Mary Leary	Washington Avenue	1928	Lowell Normal
	I	Ethel B. Anderson	37 Lowell Street	1921	Keene Normal
	Principal V-VI	Jane Fitzhenry	Brookline, Mass.	1929	Machias (Maine) Normal
BRADLEE	III-IV	Mina Noyes	Lovejoy Road	1928	Salem Normal
	I-II	Mabel Lamb	Summer Street	1935	Fitchburg Normal
	Principal—I-II	Jessie P. Brown	45 Bartlet Street	1914	Brandon Training School
	III-IV	Lena Dodson	Cuba Street	1935	Salem Normal
	V-VI	Dorothy Kyle	Elm Street	1934	Lowell Normal
INDIAN RIDGE	Principal—III-IV	Georgianna Hilton	Lowell Street	1921	Smith College
	I-II	Helen Pickard	Lowell Street	1921	Framingham Teachers' College
	I-II	Louise Sherman	Shawsheen Road	1936	Wheelock School
	I-VI	Mary Collins	Bartlet Street	1935	Lowell Normal
	Manual Training	Carl M. Gahan	106 Chestnut Street	1919	Gorham Normal and B. U.
WEST CENTER	Domestic Science	Madeleine Kimball	Avon Street	1936	Framingham Teachers' College
	Drawing	Alice Olliff	Carnel Road	1932	Mass. School of Art
		Mary Bailey	46 Chestnut Street	1932	Boston University
	Music	Miriam Sweeney	Central Street	1926	Lowell Normal
		Doris Newton	Boutwell Road	1937	Lowell Normal
NORTH SUPERVISORS	Physical Education	Donald D. Dunn	Ballardvale, Mass.	1936	Springfield College
		Frances Collins	Summer Street	1936	Sargent

## ATTENDANCE STATISTICS

SCHOOL	GRADE
PUNCHARD . . . . .	X-XII . . . . .
JUNIOR HIGH . . . . .	IX . . . . .
	VIII . . . . .
	VII . . . . .
STOWE . . . . .	VI A . . . . .
	VI B . . . . .
	V A . . . . .
	V B . . . . .
JOHN DOVE . . . . .	IV . . . . .
	III-IV . . . . .
S. C. JACKSON . . . . .	III . . . . .
	II . . . . .
	II . . . . .
	I . . . . .
	Special . . . . .
SHAWSHEEN . . . . .	VI . . . . .
	V . . . . .
	IV . . . . .
	III . . . . .
	II . . . . .
	I . . . . .
BRADLEE . . . . .	V-VI . . . . .
	III-IV . . . . .
	I-II . . . . .
INDIAN RIDGE . . . . .	V-VI . . . . .
	III-IV . . . . .
	I-II . . . . .
WEST CENTER . . . . .	III-IV . . . . .
	I-II . . . . .
NORTH . . . . .	I-VI . . . . .

# 1937-1938

ENROLLMENT							Total Membership	Average Membership	Average Attendance	Percent of Attendance
Boys	Girls	Total	5 to 7 years	7 to 14 years	14 to 16 years	Over 16 years				
178	214	392		4	145	242	399	375	359	95.8
67	77	144		45	94	5	152	143	137	95.4
66	83	149		120	28	1	151	146	138	95.5
82	71	153		129	21	3	157	149	143	95.3
19	21	40		40			40	38	37	95.9
18	17	35		35			35	34	33	97.4
18	18	36		36			36	35	34	95.9
21	17	38		37	1		40	37	36	96.0
19	20	39		39			40	37	35	94.0
18	19	37		37			37	36	34	96.0
19	14	33		33			41	35	34	94.0
23	11	34	10	24			35	33	31	93.0
15	10	25	5	20			29	24	22	92.0
25	15	40	35	5			41	37	34	89.0
14	2	16		16			17	15	14	95.0
17	10	27		27			27	25	24	96.0
11	11	22		22			23	22	21	96.8
15	22	37		37			39	34	33	95.6
13	8	21		21			22	20	20	95.6
12	15	27	3	24			28	26	24	94.5
7	13	20		20			21	17	16	95.3
13	19	32		31	1		35	32	30	95.5
14	10	24		24			27	23	22	95.8
11	7	18	7	11			23	18	17	95.4
13	6	19		20			20	18	17	97.1
10	11	21		21			21	21	20	97.5
7	18	25	12	13			25	24	23	96.0
16	13	29		29			31	29	29	95.8
17	10	27	18	9			29	25	23	94.3
12	8	20	3	17			21	20	19	96.3
790	790	1580	93	946	290	251	1642	3545	5006	95.25

## PRIZE AWARDS

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The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Valerie Simmers '38.

Second, twelve dollars, Philip Wormwood '39.

Third, eight dollars, Joanne O'Riordan '40.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girl's prize, five dollars, Marjorie Higgins '39.

Boy's prize, five dollars, Robert Costello '41.

The M. E. Gutterson botanical prizes:

First, five dollars, Phyllis Burrige '38.

Second, three dollars, Augustine Rapisardi '40.

The Parker Memorial Prize to the member of the Senior Class who has won his "P" twice, and has stood highest among the athletes in scholarship:

Ten dollars, Robert Bisset '38.

Prize founded by Dr. Conroy for the best impromptu essay by a Senior:

Five dollars, Robert Bisset '38.

Harvard Club Prize Book to a junior boy in the College Preparatory Course:

Paul S. McDonald '39.

Post No. 8, American Legion Prize for excellence in the study of the Constitution of the United States:

Five dollars, Phyllis Whittaker '39.

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A prize offered by William Doherty and awarded to that member of the Senior Class who in the judgment of the headmaster has best exemplified high ideals of character and unselfishness in the furtherance of the interests of the school.

Five dollars, Harold Walker '38.

Dr. Conroy prize for improvement in the entering class:

Five dollars, Henry Audesse '40.

The Franklin Medal of the Massachusetts Society of the Sons of the American Revolution for excellence in the study of United States History:

William Hannan '38.

A prize to the senior showing most promise in general secretarial work:

Five dollars, Edith Ross '38.

A prize to the senior who has excelled in typewriting.

Five dollars, Ralph Lakin '38.

These last two are given by Mrs. Agnes Gillen Martin '02.



## LINCOLN SPELLING MATCH PRIZES

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### GENERAL PRIZES

First, Robert Bisset

Second, Gene Farnsworth

Third, Hazel Downs

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### GRADE PRIZES

#### GRADE VIII

First, Gene Farnsworth

Second, Hazel Downs

#### GRADE VII

First, Leo Ryan

Second, Dorothy Milne

#### GRADE VI

First, Dwight Killam

Second, John Murnane

#### GRADE V

First, Jean Mulvey

Second, Evelyn Locke

## SEVENTY-NINTH COMMENCEMENT EXERCISES

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PROCESSIONAL—Priests' March—from "Athalia"	<i>Felix Mendelssohn</i>
ORCHESTRA	
MUSIC—The Heavens Resound . . . . .	<i>Ludwig Von Beethoven</i>
GIRLS' AND BOYS' GLEE CLUBS	
PRAYER . . . . .	REV. FREDERICK B. NOSS Trustee
SALUTATORY AND ESSAY—Our Social Heritage	
	WILLIAM STEPHEN HANNAN
ESSAY—Patriotic Heroes . . . . .	RALPH LLOYD LAKIN
MUSIC—America the Beautiful . . . . .	<i>Samuel A. Ward</i>
GLEE CLUBS	
ESSAY—Liberty in Law . . . . .	ROBERT LOW BISSET
ANNOUNCEMENT OF CLASS GIFT . . . . .	VIRGINIA BATCHELLER Class President
PRESENTATION OF PRIZES . . . . .	PRINCIPAL NATHAN C. HAMBLIN
ESSAY AND VALEDICTORY—Natural Beauty in America and American Idealism . . . . .	VIRGINIA BATCHELLER
MUSIC—Dear Land of Home . . . . .	<i>Jean Sibelius</i>
GLEE CLUBS	
PRESENTATION OF DIPLOMAS . . . . .	MR. FREDERICK C. SMITH Chairman of the School Committee

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### PUNCHARD ODE

Our dear Alma Mater, fair Punchard, all hail—!  
 In faith ever filial and true,  
 Our pledge of a love for thee never to fail,  
 Again hand in hand we renew;  
 To thee in the spirit and light of the hour,—  
 This oasis green of our way,—  
 All gemmed with bright stars of our hope in the flower,  
 We bring a fresh garland to-day.

WILLIAM G. GOLDSMITH

## DIPLOMA STUDENTS

### CLASS OF 1938

*"Dream Your Dreams—Then Awake and Accomplish Them."*

- |                                 |                              |
|---------------------------------|------------------------------|
| *Dorothy Mae Babb               | Gretchen Marion Herrick      |
| Hedwig Stella Babicka           | *Marie Eulalia Hutchins      |
| Mary Jane Bailey                | *Frances Anderson Jamieson   |
| *Virginia Batcheller            | Mitchell Johnson, Jr.        |
| Beatrice Doris Beaulieu         | John Paul Jones              |
| Eleanor Isabel Bishop           | James Beattie Gordon Keith   |
| *Robert Low Bisset              | *Helen Mabel Kimball         |
| Alexander McKenzie Blamire, Jr. | *Ralph Lloyd Lakin           |
| Ethel Sewell Brindle            | Helen Mary La Rosa           |
| Lillian Margaret Brown          | William Anthony Levis        |
| Helen Patricia Buckley          | Harry Loosigian              |
| Phyllis Duncan Burridge         | Sophie Loosigian             |
| Alice Elizabeth Carmichael      | Raymond Malachi Lynch        |
| *Alice Muriel Cates             | Emanuela Magnano             |
| Mildred Frances Clinton         | Harold Newton Manthorne, Jr. |
| Dorothy Grace Coates            | John Gailey McDonald         |
| Edward Alfred Coates            | *Alfred Robert Miller, Jr.   |
| Mary Louise Collins             | Virginia Moody               |
| Theodore Searle Comins          | James Joseph Morrissey       |
| *Margaret Jean Cooper           | Ruth Lunan Napier            |
| Clarence William Coupe          | Marcelle Yvonne Nollet       |
| Robert William Crosby           | John Howard Noyes            |
| Roger Curtis Davideit           | Mary Anne Patterson          |
| Irene Marjorie Davis            | Gladys Roberta Penley        |
| Richard Mason Davis             | Walter Nathaniel Pike        |
| Marion Joyce Dennison           | *Bliss Alton Price           |
| Beulah May Dixon                | John Walter Reading          |
| Elizabeth May Douty             | Christine Mary Ross          |
| Mary Josephine Dowd             | *Edith Elizabeth Ross        |
| Rita Katherine Dowd             | *Marion Scherner             |
| Mary Adrienne Duff              | Charles Livingston Sellars   |
| Frank Henry Dushame, Jr.        | *Angelina Serio              |
| Esther Elizabeth Elliott        | Christopher James Shorten    |
| Jacqueline Ferguson             | Valerie Rosalie Simmers      |
| Leo Henry Flaherty              | *Barbara Marie Smith         |
| Dorothy Alma Gates              | Anne Rita Spinella           |
| Dorothy Ursula Glines           | Donald Allen Spinney         |
| Stanley Joseph Glowacki         | Mary Ruth Squires            |
| James Augustine Goodwin         | Richard Sutton               |
| Harold Rankin Grant             | John Howard Thomas           |
| *Gladys Greenhow                | Marion Frances Townsend      |
| Evelyn Delia Groleau            | Komela Stella Tyzbin         |
| *John Bernhardt Guild           | Harold Arthur Walker         |
| *Kirsten Jondal Haakonsen       | Elizabeth Mary Wallace       |
| Robert William Haigh            | Doris Ethel Welsh            |
| *William Stephen Hannan         | Priscilla Willard            |
| Thomas Frederick Hendrick, Jr.  | *Edith Laura Woodman         |
| Foster Dennison                 | Zink                         |
| *Honor Roll for Four Years      |                              |

TOWN OF  
ANDOVER, MASSACHUSETTS

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ANNUAL REPORT  
OF  
THE SCHOOL COMMITTEE  
FOR THE YEAR

1939

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ANDOVER, MASS.  
SMITH & COUTTS CO.

1940



HENRY C. SANBORN



Henry C. Sanborn was elected Superintendent of Schools in Andover on August 4, 1916, and held that office until October 1939, when, because of ill-health, he resigned. His resignation was to become effective November 1, 1939. On the afternoon of October 31, Mr. Sanborn died.

The school board in recognition of his long years of service presents the following appreciation:

Henry C. Sanborn became Superintendent of Schools in Andover in the summer of 1916. He was admirably fitted for the position. A graduate of Dartmouth in 1896, he had had broad experience as a teacher and a superintendent. He came to Andover after nine years in a similar position in Danvers, and, previous to that, six years in Franklin, N. H. It was a difficult time to assume the new responsibility. The construction of the present Punchard building had just begun, within a year our country was to enter the war. Unusual problems of administration and of policy were constantly presenting themselves—problems that required a cool, unbiased mind and an abundance of tact for their solution. Mr. Sanborn met them with characteristic efficiency. The School Committee soon recognized that efficiency and gave him a free hand in administration. During the war years he gave unstintingly of his time and work to assisting all the agencies of town, state, and nation that needed the co-operation of the Public Schools.

The absolute integrity of his life, his self-effacing modesty which forbade his seeking the personal or professional limelight, his utter fairness in dealing with the personnel of the school system have created a respect for him among his co-workers and friends that any man may envy. Few people realize the constant demands for decision that are made on the Superintendent's office. No personal considerations or friendships have affected Mr. Sanborn in arriving at these decisions. "Is it for the best interests of the young people and of the town?" was the question which was the key-note

of his policy. Progressive, without being carried away by every new "ism," he held to the things of proved value from the first, yet recognized the great changes in public school conditions which had occurred for the most part during his work here and he did his best to adapt our methods to those changes.

The Shawsheen School, the present Junior High School, and the fine Central Building containing Auditorium, Gymnasium and Cafeteria are the lasting material monuments of his administration, while he leaves to his successor a united school system imbued with the spirit of public service which he did so much to inculcate.

The death of Mr. Sanborn, following so closely upon his resignation, was a shock to the school organization and to the people of Andover. We had hoped that he would be spared to enjoy his well-earned retirement for a few years at least, and that he would continue to share with us the richness of his long experience, ripened wisdom, and sympathetic understanding of school affairs. He will be sorely missed.

The Andover school system, for which Mr. Sanborn more than anyone else was responsible, is a lasting memorial to his long term as superintendent, and to the unselfish devotion with which he served the schools of Andover for more than twenty years of his life.

Andover, Mass., February 6, 1940

The School Committee voted to adopt the report of the Superintendent as its report for 1939.

ARTHUR R. LEWIS

*Secretary*

## SCHOOL COMMITTEE

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	Date of First Election	Term Expires
WILLIAM A. DOHERTY 21 Harding Street	1931	1940
FREDERICK C. SMITH, <i>Chairman</i> 23 Canterbury Street	1932	1941
ARTHUR R. LEWIS, <i>Secretary</i> 183 Lowell Street	1933	1942
MRS. ANNIE S. ANGUS 119 Main Street	1933	1941
HERBERT P. CARTER 181 Lowell Street	1935	1940
JOHN M. ERVING 61 Salem Street	1937	1940
MRS. KATHERINE BALDWIN Hidden Field	1938	1941
MRS. JULIE S. MUSK 29 High Street	1938	1942
HAROLD T. HOUSTON Hidden Road	1939	1942

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### *Superintendent of Schools*

KENNETH L. SIHERMAN 135 Main Street  
 Telephone: Office 348-W ; Residence 1287-W

### *Clerk*

MARY A. WINKLEY  
 4 Carmel Road

### *Principals' Clerks*

GLADYS L. DOWNS	EVELYN E. RUTTER
So. Main Street	11 Carlisle Street

## GENERAL COMMITTEES

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### *Financial and Advisory*

HAROLD T. HOUSTON, *Chairman*

JOHN M. ERVING

MRS. KATHERINE A. BALDWIN

### *Teachers*

MRS. ANNIE S. ANGUS, *Chairman*

HERBERT P. CARTER

MRS. JULIE MUSK

### *Buildings, Grounds, and Equipment*

WILLIAM A. DOHERTY, *Chairman*

FREDERICK C. SMITH

ARTHUR R. LEWIS

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### SCHOOL PHYSICIAN

PHILIP W. BLAKE, M.D., 107 Main Street

### SCHOOL NURSE

EDITH M. MORETON, Melrose, Mass.

### DENTAL HYGIENIST

MARGARET V. CRONIN

Center Street, Ballardvale

### ATTENDANCE OFFICER

HERBERT LYLE

Woburn Street, Ballardvale

### CONTINUATION SCHOOL

CARL M. GAHAN, *Director*

FRANCES W. HOSKINS, *Assistant*



## JANITORS

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Central Plant

Head Janitor

Assistants

Fred Collins, 36 Summer Street

Percy Crosby, Allen Court

Edward Doyle, Holt Road

William Snyder, Baker's Lane

William Stirling, Cuba Street

Edward O'Hagan, Baker's Lane

Alexander Dick, Cuba Street

Patrick Murnane, Ballardvale

Henry Todd, Poor Street

William Corliss, High Plain Road

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Fireman

Indian Ridge School

Bradlee School

Shawsheen School

West Center School

## COMMITTEE MEETINGS

The first Tuesday of each month, excepting the months of March, July, and August, at 7:30 p.m., in the School Committee Rooms, Punchard High School.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7:00 o'clock in the morning, there will be no session of the Punchard School and the Junior High. When the signal is given at 7:45, there will be no session of the grades below the junior high school in the forenoon, and when it is sounded at 12:30 p.m., these grades will have no session in the afternoon. Should the same signal be heard at 8:15 a.m. or at 1 p.m. there will be no session of the first three grades.

Signal will be given at Lowell Junction from the Watson-Park Co. plant and information will be broadcast on WLAW.

## FINANCIAL STATEMENT

For the year ending December 31, 1939

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### GENERAL EXPENSE

#### Salaries:

Superintendent	\$3655.00	
Clerk's Salary	950.00	
Attendance Officer	100.00	
Office Expense	383.10	
Traveling Expense	39.15	
	<hr/>	\$ 5127.25

### EXPENSE OF INSTRUCTION

#### Supervisors:

Salaries and other expenses	\$ 1490.00	
Principal: High	3439.31	
Junior High	3139.49	

#### Teachers:

Elementary	43847.46	
Junior High	34554.22	
High	36418.47	
	<hr/>	122888.95

#### Textbooks:

Elementary	699.12	
Junior High	443.02	
High	1168.21	
	<hr/>	2310.35

#### Supplies:

Elementary	661.65	
Junior High	1921.58	
High	1502.84	
	<hr/>	4086.07

### EXPENSE OF OPERATION

#### Janitors:

Elementary	5052.57	
Junior High	4426.96	
High	3275.02	
	<hr/>	12754.55

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Fuel:		
Elementary	4149.79	
Junior High	1713.58	
High	1562.97	
	<hr/>	7426.34

Janitors' Supplies:		
Elementary	1827.66	
Junior High	2690.99	
High	1552.01	
	<hr/>	6070.66

## MAINTENANCE

Repairs:		
Elementary	1303.44	
Junior High	459.11	
High	855.12	
	<hr/>	2617.67

## AUXILIARY AGENCIES

Libraries:		
Elementary		
Junior High	58.49	
High	71.91	
	<hr/>	130.40

Health:		
Elementary	1971.71	
Junior High	1072.09	
High	710.08	
	<hr/>	3753.88

Transportation:		
Elementary	3862.06	
Junior High	3845.20	
High	3667.70	
	<hr/>	11374.96

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 MISCELLANEOUS

Tuition:		
Elementary		
Junior High		
High	980.80	
	<hr/>	980.80
Sundries:		
Elementary	290.58	
Junior High	152.12	
High	187.46	
	<hr/>	630.16
OUTLAYS		
New Equipment		126.00
Adult Education		387.00

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 SUMMARY OF RECEIPTS AND EXPENDITURES

Total Appropriation	\$181328.00
Total Expenditures	180665.04
	<hr/>
Balance	\$ 662.96

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 HOW THE SCHOOL DOLLAR WAS SPENT IN 1939

	1937	1938	1939
	Cents	Cents	Cents
Administration	3.6	3.1	2.1
Teachers' Salaries	62.8	64.4	68.2
Textbooks and Supplies	5.1	4.4	3.7
Janitors' Salaries	6.8	6.7	7.2
Fuel	3.7	4.0	4.2
Janitors' Supplies	3.3	3.4	3.4
Repairs	3.6	2.9	1.5
Health	2.1	2.0	2.2
Transportation	6.8	6.3	6.3
Sundries	2.2	2.8	1.2
	<hr/>	<hr/>	<hr/>
	100.0	100.0	100.0

## TRUSTEES OF PUNCHARD FREE SCHOOL

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FREDERIC S. BOUTWELL\*

REV. ALBERT C. MORRIS

MYRON E. GUTTERSON

REV. FREDERICK B. NOSS

EDMOND E. HAMMOND

REV. DONALD H. SAVAGE

C. CARLTON KIMBALL

HENRY G. TYER

*President,* REV. FREDERICK B. NOSS

*Clerk and Treasurer,* EDMOND E. HAMMOND

### *Visiting Committee*

MYRON E. GUTTERSON

REV. FREDERICK B. NOSS

REV. ALBERT C. MORRIS

REV. DONALD H. SAVAGE

### *Finance Committee*

FREDERIC S. BOUTWELL\*

C. CARLTON KIMBALL

EDMOND E. HAMMOND

HENRY G. TYER

### *Auditing Committee*

FREDERIC S. BOUTWELL\*

C. CARLTON KIMBALL

HENRY G. TYER

\*Deceased February 1939.



## REPORT OF THE SUPERINTENDENT OF SCHOOLS

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*To the School Committee of Andover*

Ladies and Gentlemen:

I have the honor to submit my first report for the schools of Andover.

Since I have served only ten days as Superintendent of Schools, it is fitting that this report be correspondingly brief.

With great seriousness I have undertaken to continue the work of my beloved predecessor, Mr. Henry C. Sanborn, whose excellent administration has been appropriately praised in the splendid tribute given by the School Committee.

I pledge myself whole-heartedly to carry on to the best of my ability the responsibilities of administration, leadership, and co-operation now entrusted to me.

Respectfully submitted,

KENNETH L. SHERMAN

*Superintendent of Schools*

## REPORT OF PRINCIPAL OF PUNCHARD SCHOOL

---

*To the Superintendent of Schools and the Trustees  
of the Punchard Free School.*

Gentlemen :

I have the honor to present my thirtieth annual report as Principal of the Punchard High School.

The number of pupils enrolled is about the same as last year—a few more in the regular classes, a few less post-graduates. Better employment conditions probably account for the latter change. The total enrollment for this school is four hundred and seven, but at no time have there been more pupils than could be seated in our regular rooms.

For the first time the Practical Arts group is represented in all three classes. On the whole the experiment has been successful. Those of this group that are now seniors have shown marked improvement and have got real value from their work here. There are still a good many who began with this course and have dropped by the wayside during the past three years. Probably, however, these are fewer in number than there would have been had the Practical Arts course not been available. Of 21 pupils who were Practical Arts Sophomores 12 are now Seniors and will be graduated in June.

As the work of this group becomes more distinctly separated from that of the College Preparatory and other departments of the school, it seems advisable to me that our diplomas should indicate the particular curriculum from which our pupils are graduated. This will in no way make one curriculum more important than another, but it will afford the regular graduates an opportunity to show what their actual accomplishments in school have been. Some years ago it was thought undemocratic to differentiate in granting diplomas, but that feeling has largely passed away and many schools are adopting the specific diplomas for a particular course.

With the increasing opportunities for work in the Arts and

Crafts together with the development of our music program, we find that many of our pupils reach their Senior year after acquiring almost enough credits for earning their diplomas under our old system of rating. In the near future I think this whole matter should be carefully considered by the faculty or a committee thereof, and recommendations made which will probably increase the number of credits required for graduation and will see to it that Seniors must take a definite number of prepared subjects in order to qualify for the diploma. I would not, in any way, slight the value of these non-academic subjects mentioned above. I only regret that they were not in the school years ago, but I do think that every graduate of the school should have shown his ability to do mental work of a fair degree of difficulty and not feel that he can receive a diploma simply by gracing the school with his presence for three years.

Several unusual events have marked the past year. On the ninth of last June, the business men of Andover co-operated to observe Junior Salesmanship Day. Under the auspices of the Andover Service Club, they employed for the day pupils from our Senior Commercial group. The pupils had a chance to learn some of the routine of the business and profited by the experience. The employers were invariably helpful and generous, and the results were mutually satisfactory.

From the estate of the late Frederic S. Boutwell, we have received a picture which long adorned his home, "A View of the City of Rome." Mr. Boutwell was connected with Punchard for many years, first as a pupil in the class of 1884, later as Trustee of the Punchard Free School. His interest was always marked, and we are glad to have this permanent memorial of him.

For a good many years now Post 8 of the American Legion has offered a prize for Excellence in the Study of the Constitution. It is a pleasure to announce that this year they have endowed that prize so that its continuity is assured for the future. We are grateful to the Legion and we know that their interest has stimulated

in the pupils a desire to know better the document upon which our Government is founded.

Mr. Doherty's report as Faculty Manager and Treasurer of the Athletic Association speaks for itself. It may be remembered that a year ago, thanks largely to the Methuen and Johnson football games, we were able to report a very considerable balance. As Mr. Doherty indicates, our gate receipts this year from football showed a marked decline in spite of the fact that we had an undefeated team. Our medical expenses for the year reached a new high, due in large measure to a very unfortunate accident which occurred during the baseball season. I attach the Financial Statement of the year and also Mr. Doherty's letter which gives a clear explanation of our financial condition.

Some of our teachers have been doing interesting work in outside study the past year. People who talk slightly of the hours and days of work which public school teachers put in are little aware of the constant effort towards self-improvement which reacts for the benefit of the school that most teachers are engaged in.

My personal gratitude for the co-operation of our staff is very great.

I cannot refrain from expressing my personal loss in the death of our late Superintendent, Mr. Sanborn. We were united by ties both professional and social for so long a period of years that the situation was almost unique. I need not repeat what has been so well said of his services to the town. His relationship to this school was very close and his helpful guidance constant.

Respectfully submitted,

NATHAN C. HAMBLIN



## REPORT OF FACULTY MANAGER OF ATHLETICS

January 12, 1940

Mr. Nathan C. Hamblin, Principal  
Punchard High School  
Andover, Massachusetts  
Dear Mr. Hamblin:

For the first time since I assumed the office of Treasurer of the Punchard Athletic Association I have the unpleasant task of reporting that our expenditures for the year 1939 exceeded our receipts by a considerable sum. In order to assure a sufficient balance in the checking account to carry on our Basketball and Baseball programs for the ensuing year, and to provide for the payment of additional medical and transportation bills for 1939, amounting to more than \$200, it will be necessary to transfer a sizable sum from the "Equipment Reserve" Fund in the Savings Bank.

The lack of a favorable balance for the past year may be traced to two causes. In the first place our gate receipts from football showed a marked decline in spite of the fact that we had an undefeated team. This would seem to disprove the theory that winning teams always show a corresponding profit at the box office. Secondly, our medical expenses for the year reached a new high, due in a large measure to one very unfortunate accident which occurred during the baseball season.

By enforcing a sharp economy in the matter of football supplies and equipment, we were able to purchase twenty-two new game uniforms without exceeding the amount annually allocated for that purpose. In passing, it might be well to point out that the Punchard athletic teams are better equipped than at any time in their history. However, we are far from the millennium since we are unable to equip more than twenty-two boys out of an average football squad of forty.

Our schedule of home games in football for 1940 is the most attractive which we have offered in years, and the prospects for financial success in the year ahead seem a little brighter.

Respectfully submitted,

JOSEPH B. DOHERTY,  
*Faculty Manager of Athletics*



**PUNCHARD ATHLETIC ASSOCIATION**  
**FINANCIAL STATEMENT**

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From January 1, 1939 to December 31, 1939

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RECEIPTS

Balance on hand in checking account	\$ 617.79
Balance in Savings bank—"Equipment Reserve Acc't"	1000.00
Gate Receipts—Basketball	120.80
Sale of Adult Season Tickets—Basketball	2.00
Sale of Student Season Tickets—Basketball	7.00
Gate Receipts—Basketball (Girls)	6.95
Share of Receipts from Girls' Basketball Championship between Billerica and Wilmington played at Andover	12.60
Gate Receipts—Baseball	10.22
Contribution from Square and Compass Club Benefit	76.92
Gate Receipts—Football	1031.94
Sale of Adult Season Tickets—Football	42.00
Sale of Student Season Tickets—Football	73.50
Guarantees from other teams—Football	100.00
A. A. Dues	5.00
	<hr/>
Total Receipts	\$3106.72

EXPENDITURES

Dues to Mass. H. S. A. A.	2.00
Purchase of Cloth for Girls' Basketball Uniforms	3.78
Officials—Basketball (Girls)	5.00
Refreshments—Basketball (Girls)	4.16
Equipment—Basketball	69.62

# PUNCHARD ATHLETIC ASSOCIATION FINANCIAL STATEMENT 19

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Officials—Basketball	93.00
Transportation—Basketball	24.00
Guarantee—Basketball	15.00
Dues to Suburban Baseball League	1.00
Officials—Baseball	37.00
Transportation—Baseball	24.00
Equipment—Baseball	181.75
Hospitalization, X-rays, etc.—Baseball	199.23
Guarantees—Football	115.00
Officials—Football	160.00
Police—Football	90.00
Transportation—Football	29.50
Cleaning Equipment—Football	63.30
Equipment and Supplies—Football	574.05
Medical Supplies, X-rays, etc.	52.52
Colored Movies—Football	23.80
Banquet—Football	49.90
Purchase of Burlap for Fence	26.46
Purchase of Filing Cabinet and Supplies	46.93
Purchase of Combination Locks for Lockers	28.58
Printing	6.75
Bank Charges	1.74
	<hr/>
Total Expenditures	\$1928.07
	<hr/>
Balance to date	\$1178.65

JOSEPH B. DOHERTY, *Treasurer*

## REPORT OF JUNIOR HIGH SCHOOL

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*To the School Committee of Andover*

Ladies and Gentlemen :

I have the honor to submit my third annual report as Principal of the Andover Junior High School.

The enrolment on January 2, 1939, was 457. In September the initial enrolment was 426, a decrease of 31 from last year.

The aim of education, according to many noted authorities, is to prepare for life. In this respect the junior high school is doing its part in attempting to train the boys and girls to govern themselves as far as they are able and to conduct themselves in a manner that will enable them to become intelligent and efficient citizens of tomorrow.

Our Student Government Association continues to thrive. Through this plan, we are able to have more and better assemblies than under the old plan, for we can allot definite sums for programs making for educational advancement.

The Student Government Association is again sponsoring a series of assemblies under the direction of the School Assembly Service which sends detailed information on a number of programs from which we, in conjunction with Punchard, choose five or six of the outstanding ones.

Other assemblies are put on by the students on an average of three times a month. It is our aim here not to present a professional performance, but rather to have these programs the work of the pupils themselves. These assemblies have proven most worth while and excellent.

This fall we had a group of students from the Walter S. Parker Junior High School in Reading present a program planned by one of their eighth grade divisions. Perhaps it will be possible to have more programs of this type in the future.

The various departments are co-operating to train our pupils to be able to cope better with problems that they may meet in the

future. To be a useful member of society and to co-operate with others are two of our aims. These are being carried out as can be seen in the next section of this report.

This year we have formed three excellent musical clubs in addition to our regular music appreciation period in which all take part. There is not only a sizable girls' glee club, but also a boys'. In the orchestra there is a large enrolment. These clubs meet once a week under the direction of Miss Sweeney and assist in the various programs given in assemblies.

The Art Department under the direction of Miss Alice M. Olliff has endeavored to adjust its subject matter to meet the individual interests and abilities of the pupils. A chart which includes general subject classification is presented to each pupil at the beginning of the year to assist him in making his choices. Individual problems as well as group or unit work are carried on in the studio, thereby training the pupil not only to be able to develop a single problem but to be a useful member of the group of which he is a part.

In the Practical Arts Department, Miss Frances Hoskins, who comes to us from Haverhill High School to replace Miss Madeleine Kimball who resigned in June, has been studying foods from the standpoint of well-balanced meals. The classes are working on the preparation and serving of breakfasts, luncheons, and dinners. Health habits and the relation of food to health are being discussed. In September and October food preservation was studied. In December the department sponsored a Christmas Faculty Tea which was highly successful. During the coming months, the lunch box—how to pack it and its relation to other meals—will be studied.

It is in this department that there is a fine opportunity to train the children to co-operate with others, to work quietly and efficiently, and to plan in an economical manner. In our building the eighth grade girls and the ninth grade commercial divisions have Domestic Science two periods a week.

The seventh grade girls have sewing two periods a week, and



after a preliminary study, make their cooking aprons for use in grades eight and nine. In the eighth grade, the girls learn how to use patterns and make simple articles of wearing apparel as skirts, blouses, pajamas, etc.

A report of the work done by the boys in the department will be found in Mr. Gahan's report in another section of this magazine.

The 9b3 Business division organized the Junior Citizens' Savings Bank again this fall. Last year the total deposits amounted to \$586.57, all of which was returned at the end of the school year. Accounts were started anew this fall. The purpose of this banking project is to give the various pupils some idea of elementary banking operations and to encourage the beginning of savings accounts by the pupils of the junior high school. The bank operates in the rear of the typing room where the students have set up a small frame to represent the interior of a bank.

This fall the 9B3 Business division organized a company under the title "The Andover Junior High Junior Citizens' Corporation." Two hundred shares of capital stock were issued to teachers and pupils. In this way these pupils will have a better understanding of business operations.

Throughout the year the business pupils work as junior clerks for the teachers, applying the knowledge acquired in Business classes.

In the Athletic department, the sports are so planned that all who desire, regardless of ability, may take part. Four teams have been organized among both boys and girls, and these are ably directed by Miss Parker, Miss Oliver, Miss Barron, Miss Collins, Mr. Dunn, Mr. Blanchard, Mr. Dimlich, Mr. Keiler, and Mr. Sturke.

In April the seventh grade divisions were equipped with new English texts, "Junior English in Action," by J. C. Tressler and M. B. Shelmadine, and these are now being used by one eighth grade division as well.

The seventh grade groups have been taught such useful things



as properly wrapping and addressing packages and the writing of limericks in preparation for poetry work in the upper grades. Another seventh grade group has done some work on choral speech, a means used to help enunciation, manner of expression, and to instill in the pupils a greater interest in literature.

In grade nine, the classes have been given extensive work in outlining in an attempt to aid not only their English work, but all reading courses. This knowledge is put to use particularly in the social studies classes.

Late in the fall four of the ninth grade divisions were given a survey test in composition to judge their ability to write in a smooth, interesting manner, to outline an article of several paragraphs in length, to write introductions to stories, and to describe common every day subjects. These showed our children do have good training in these principles.

This year the An-Ju-Hi has been put in as a regular part of the English work in grade nine. Various divisions are in charge of each issue. In this way, more children are being given experience in the issuing of a paper and are learning the various steps in the production of such a publication.

The school library continues to function in a very efficient manner and the following excerpts from Miss Robinson's report will show that it is being used more and more all the time:

"We have issued 4,272 books for home use. This means an increase of 3,178 over 1938. In addition, the room attendance amounts to 4,786 pupils. The student registration of December 1 to 22 showed that of the 500 signatures, 300 represented different pupils."

"The greatest need of the school library is more time from the librarian. It is now impossible to do anything but help the pupils select books, and keep the room from being congested. The principal task of the school librarian should be to advise and guide the reading of the pupils. There should be time to work with students who need special attention. This we can no longer do,

unless arrangements are made to work with smaller groups."

The library sent a notebook illustrating various phases of its work to the joint meeting of the New England School Library and Massachusetts Library associations. This was later sent to Columbia University to be used by students.

In September, the librarian attended the week-end conference of school librarians at East Sandwich, Massachusetts.

The library had a most successful Book Week celebration under the leadership of Thomas Sullivan, a ninth grade pupil. A Book Week poster contest and a "most popular book contest" were held. Book lists were distributed to members of the Parent-Teachers' Association. The climax of the week's celebration was the radio broadcast given by members of the Book Week committee by request of station WLLH. It was a round table discussion of books under the supervision of Miss Beatrice L. Stevens. The broadcast was extremely well done and merited the compliments it received.

The school was asked in December to send six representatives to a book review given by students of the North Quincy High School at Perkins Hall, Boston, sponsored by the Book Shop and the New England School Library Association. Miss Stevens, Miss Hird, three members of the Library Club, and the librarian attended.

The Social Studies department perhaps has an exceptional opportunity, that of giving children a conception of what kind of world they live in, the relations of the various countries, etc. In grade seven there has been an attempt to acquaint the children with the world about them, beginning with a knowledge of their own school and then extending this to include the more important cities and countries of the world.

In the eighth grade a comprehensive study of the constitution has been made that the children may better realize some of the major problems facing our nation.

Last spring every ninth grade pupil worked out a project on

what he hoped his life work to be. Each gathered information on the characteristics of the work, the necessary education, possible chances of getting work, and many other factors. This was carried on under the direction of Miss Reta V. Atkinson who resigned in June. The social studies work is now functioning under the direction of Mr. Ralph C. Sturke who came to us from Holden, Mass.

Many films are used in connection with social studies, and the majority of these come from the Visual Aid Department of Boston University. We have also had a series from Yale University.

A large number of our pupils left junior high school in June to enter private schools. Reports show that they do well in these schools.

In conclusion may I say that it is my sincere belief that in the junior high school we are doing all we can to send out people who will be better able to deal with situations that may arise, who will become active, intelligent members of their community, and who will, in short, be better citizens for having attended the Andover Junior High School.

We wish to express our appreciation for what has been done for us by the School Committee of Andover.

Respectfully submitted,

KENNETH L. SHERMAN

## REPORT OF THE CONTINUATION SCHOOL

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*To the Superintendent of Schools*

Dear Sir :

I herewith submit my annual report as Director of Andover Continuation School.

Registration: Five boys and two girls were registered from August 31, 1938, to August 31, 1939, and two boys were registered from August 31, to December 31, 1939.

Attendance: The percent of attendance for boys and girls for the year 1938-39 was 90.5.

Sessions: There is one class a week.

Records: Continuation School records were approved by the Massachusetts Department of Education.

Production: The value of production for both boys and girls was as follows:

Girls	\$ 20.45	
Boys	110.40	
	<hr/>	\$130.85
Maintenance:		
Cost of school for year 1938-39	557.36	
Amount allowed by the State for overhead expenses	94.70	
	<hr/>	462.66
Received from:		
Reimbursement from State	278.68	
Materials	11.36	
Value of work done by pupils for school department (boys)	36.00	
	<hr/>	326.04
Net cost to Andover for Maintenance of School		136.62

A detailed explanation showing that the financial statements are obtained from Continuation School records such as must be kept by the school was given in the 1933 report, and the same applies to the above figures. Therefore, instead of costing the town \$136.62 to operate the Continuation School as must be shown on the records, the Town Treasurer actually received \$278.68 from the State.

Respectfully submitted,

CARL M. GAHAN, *Director*



## REPORT OF THE HEALTH DEPARTMENT

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Mr. Kenneth L. Sherman  
Superintendent of Schools

Andover, Massachusetts

Dear Sir:

An analysis of the year's accomplishments in the various branches of our health work impresses one with the fact that a well coordinated and constructive program is making gratifying advances toward two main objectives; namely, the weeding out of physical faults and defects, and the encouragement of habits which will result in healthier men and women in the future.

The school nurse has mentioned the fact that in our routine physical examinations, which formerly would disclose a considerable group with bad tonsils, teeth and minor handicaps, we now find that these matters are being corrected much earlier in the child's life. Due to an increased cooperation in regard to pre-school examinations, a consistently larger number of these cases is having such defects remedied before the first grade, and as we check further in the upper grades, we are finding fewer instances that have "slipped by."

Bearing constantly in mind the fact that the child with a fundamentally sound body will make greater progress in his studies, our directors of physical education are achieving splendid results toward that end. They are constantly on the alert to discover and encourage the activities needed by the individual child for his best development, yet they are watchful also for the one who needs to go more slowly, and I wish it were possible for every parent to know and understand the methods by which this work is carried on. We have pupils who, to the casual observer, may seem to be of perfect physique, but by standardized tests prove to be weak and flabby in their muscular development, with their school work suffering accordingly. It is the aim of Miss Collins and Mr. Dunn to search out such deficiencies and help each child to a coordinated and well balanced body, at the same time inspiring him to keep the gains that he thus makes. I can see that boys and girls are acquir-

ing an interest and intelligence in health questions that cannot fail to benefit them in their adult life.

I have long been anxious that more of the tooth cavities disclosed in our examinations could receive dental attention even in the case of first teeth. The Red Cross has been of untold help in this field, but there are still many families who, through their need to economize, are compelled to neglect this vital matter. I have wondered whether a clinic could be arranged with student dentists or some such agency, to put such care within the reach of all.

The question of the common cold is still an unsolved affliction, and I repeat what I have said in other years, that we could do much educationally to lessen its effects on our school population. It should be emphasized in every way possible that the child with a cold should be kept at home, not only for his own speedier recovery, but for the sake of his companion who may be exposed and suffer greater misfortune because of a lower resistance. I am more than sympathetic with the fact that lost school days are a great hardship in the catching up of lessons one has missed, but it is a fact that even the slightly sick child does not work well, and he may be doing untold damage to someone less strong than himself. If there is any way of carrying this point home to parents and children alike, we should keep stressing it until the sick child is no longer allowed to attend school.

Through the kindness of Dr. William Emmons, two grades received a more thorough examination of the eyes than has hitherto been possible. It is quite desirable that every child should have his eyes examined at some time in his early life, even from a purely prophylactic viewpoint.

The spirit of close cooperation that exists among the personnel engaged in our health work is a credit to the school organization, and it certainly is always a pleasure and an inspiration to me in my own small part of the system.

Sincerely yours,

PHILIP W. BLAKE, M.D.

*School Physician*

## REPORT OF THE PRACTICAL ARTS DEPARTMENT

---

*To the Superintendent of Schools*

Dear Sir:

I herewith submit my twenty-first annual report as Head of the Practical Arts Department in the Andover Public Schools.

No attempt will be made in this report to deal with the technical part of our program. Any person who might be interested in this phase of the work is referred to my 1938 report where the program is given in full.

Our specific aims set forth in the Practical Arts Syllabus are valuable because they are broad enough to allow, under proper guidance and supervision, for pupil initiative and interests. The general aim of education is usually better served when the shop activity is best coordinated with the academic. Our teachers are doing a fine job by guiding their pupils to related information that develops naturally from pupil activities. This phase of shop teaching is an art in itself, though it may be overdone at the cost of valuable time, which should be spent working. The practical arts teacher aims to develop a pupil's ambition and imagination by working with tools and materials. Admitting that a broad education, including the theoretical and practical, is absolutely essential for girls as well as for boys who are going to play their full part in our industrial age, it follows that the importance of a Practical Arts course must be recognized. Our Practical Arts course presents both the theoretical and practical with the preponderance of emphasis on the practical side.

Every year we have some girls take the practical arts work along with the boys. In some school systems home economics is included in the Practical Arts curriculum and although this arrangement does not exist in Andover, several high school boys of

the Practical Arts Department are regularly attending classes in cooking.

The popularity of the practical phase of this department is attested by the fact that many pupils during the course of a year plead for written permission to work in the shop during their study periods and even after school is dismissed. This permission is always granted whenever feasible although it frequently presents difficulties for teachers in charge.

Repeated emphasis is placed on the desire of communities to have the children retained in school as long as possible. In this situation the Practical Arts department presents a unique opportunity for service as it is possible for such pupils as have no further interest in academic subjects to transfer to full time shop work. Each year we have instances of this kind of transfer and we take the opportunity to serve to the full extent of our equipment. It would appear that the foregoing indicates the advisability of expanding this department as rapidly as funds permit.

Respectfully submitted,

CARL M. GAHAN



## REPORT OF THE ATTENDANCE OFFICER

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*To the Superintendent of Schools*

I hereby submit the following report for the year 1939:

Number of cases reported . . . . .	16
Number of cases investigated . . . . .	16
Number of truants . . . . .	5
Number of absences with legal excuse . . . . .	3
Number absent because of sickness . . . . .	4
Number absent because of lack of clothing . . . . .	0
Number absent to help at home . . . . .	4
Number absent for other insufficient reason . . . . .	0
Number of cases prosecuted . . . . .	0
Number of visits to factories . . . . .	1

HERBERT LYLE,

*Attendance Officer*

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## AVERAGE MEMBERSHIP IN ANDOVER SCHOOLS

	1938	1939
Punchard	375	399
Junior High	438	462
Stowe	144	145
John Dove	73	77
S. C. Jackson	144	128
Shawsheen	144	152
Bradlee	73	75
Indian Ridge	63	64
West Center	54	48
North	22	—
	<hr/> 1530	<hr/> 1550



## APPENDIX

## SCHOOL CALENDAR

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1940

### SPRING TERM—Eight Weeks

March 4, Monday	Third term begins
March 22, Friday noon	Good Friday
April 18, Thursday	Barnard Prize Speaking
April 19, Friday	Patriots' Day, Holiday
April 26, Friday	Third term ends

### RECESS—One Week

### SUMMER TERM—Seven Weeks

May 6, Monday	Fourth term begins
May 10, Friday	Lincoln Spelling Contest
May 30, Thursday	Memorial Day, Holiday
June 11, Tuesday, 8:00 P.M.	High School Graduation
June 21, Friday	Fourth term ends

### FALL TERM—Fifteen Weeks

September 4, Wednesday	
High and Junior High	First term begins
September 9, Monday	
Other Schools	First term begins
November 20, Wednesday Noon	Day before Thanksgiving
November 21, Thursday	Thanksgiving Day, Holiday
November 22, Friday	Thanksgiving Recess
December 13, Friday	Goldsmith Prize Speaking
December 20, Friday	First term ends

### RECESS—Twelve Days

1941

### WINTER TERM—Eight Weeks

January 2, Thursday	Second term begins
February 21, Friday	Second term ends

## RECESS—One Week

## SPRING TERM—Eight Weeks

March 3, Monday	Third term begins
April 18, Friday	Barnard Prize Speaking
April 25, Friday	Third term ends

## RECESS—One Week

## SUMMER TERM—Seven Weeks

May 5, Monday	Fourth term begins
May 16, Friday	Lincoln Spelling Contest
May 30, Friday	Memorial Day, Holiday
June 10, Tuesday, 8:00 P.M.	High School Graduation
June 19, Thursday	Fourth term ends

## ATTENDANCE BANNER WINNERS

<i>Month</i>	<i>Teacher</i>	<i>School</i>	<i>Pct.</i>
January	Miss Harnedy	Shawsheen	99.3
February	Miss Noyes	Bradlee	98.7
March	Miss Fitzhenry	Bradlee	98.4
April	Miss Harnedy	Shawsheen	98.6
May	Miss Kyle	Indian Ridge	99.5
September	Miss Harnedy	Shawsheen	99.8
October	Miss Thurston	Shawsheen	97.8
November	Miss Collins	Bradlee	97.6
December	Miss Kyle	Indian Ridge	99.5

## TEACHERS

JANUARY 1, 1939—JANUARY 1, 1940

### HIGH SCHOOL

NAME	ADDRESS	ELECTED	EDUCATION
Nathan C. Hamblin, Prin.	115 Chestnut Street	1910	Harvard University
Gwen Armitage, Cadet	123 Haverhill Street	1939	Smith College
Gertrude Berry	174 High Street	1923	Jackson Collège
Emma G. Carter	1 Punchard Avenue	1924	Mt. Holyoke College
Joseph B. Doherty	21 Harding Street	1933	Boston College
Agnes V. Dugan	55 Maple Avenue	1932	Salem Normal and B. U.
Helen deM. Dunn	82 Elm Street	1914	Radcliffe College
Lilian J. Fox	3 Cedar Road	1920	Radcliffe College
Charles A. Gregory	47 Whittier Street	1924	Bates College
Emil Keiler	135 Main Street	1937	Fitchburg Teachers College
Eugene V. Lovely	2 Allen Court	1911	Bates College and B. U.
Marion N. Macdonald	40 Morton Street	1934	Salem Normal
Edward C. Manning	13 Summer Street	1938	Harvard University
William McDonald	131 Chestnut Street	1930	Boston College
Helen C. Munroe	24 High Street	1930	Radcliffe College
E. Marjorie Smith	3 Cedar Road	1926	Radcliffe College
Mervin E. Stevens	1 Cedar Road	1923	Bay Path Institute

### JUNIOR HIGH SCHOOL

Kenneth L. Sherman, Prin.	135 Main Street	1935	U. S. Naval Academy and B. U.
Mabel I. Barron	Haggetts Pond Road	1938	Boston University
Milton Blanchard	16 Morton Street	1936	Wentworth Institute and B. U.
Cecilia Derrah	26 Summer Street	1911	Salem Normal
Benjamin Dimlich	104 Salem Street	1936	Bates and Springfield College
Alberta Espey	Methuen	1923	Fitchburg Normal
Florence Gates	96 Elm Street	1934	Framingham Teachers College
Ida M. Grover	7 Harding Street	1933	Boston University
Nancy Hird	Salem, N. H.	1919	Plymouth Normal
Mabel Marshall	26 Pasho Street	1934	Emerson and B. U.
Evelyn Oliver	23 Summer Street	1936	Salem Normal
Evelyn Parker	44 Maple Avenue	1927	Keene Normal and B. U.
Elizabeth Stephan	Summer Street	1936	Boston University
Beatrice Stevens	197 High Street	1935	Salem Normal and B. U.
Bernice Stimpson	17 Summer Street	1913	Gorham Normal
Ralph C. Sturke	72 Whittier Street	1939	Washington Normal

## TEACHERS

JANUARY 1, 1939—JANUARY 1, 1940

JOHN DOVE AND S. C. JACKSON

Catherine Barrett, Prin.	102 Chestnut Street	1924	Salem Normal
Mary <b>Burke</b>	61 Elm Street	1933	Lowell Normal
Bessie Conant	116 Main Street	1924	Aroostook Normal
Helen E. McGraw	28 Maple Avenue	1926	Gorham Normal
Nola Porter	111 Chestnut Street	1936	Worcester Teachers College
Eleanor G. Raidy	64 Summer Street	1939	Salem Normal
Alice Stack	20 Summer Street	1923	Salem Normal
Eunice Stack	20 Summer Street	1922	Salem Normal
Margaret B. Tate	37 Maple Avenue	1933	Vassar College
Irene Wells	27 Summer Street	1935	Framingham Normal
Adeline M. Wright	Ballardvale, Mass.	1937	Lowell Normal

### SHAWSHEEN

Anne M. Harnedy, Prin.	24 Summer Street	1920	Lowell Normal
Ethel B. Anderson	37 Lowell Street	1921	Keene Normal
Edith J. Donald	8 Carisbrooke Street	1927	Mt. Holyoke College
Mary Leary	142 Washington Avenue	1928	Lowell Normal
Florence McCarthy	22 High Street	1937	Lowell Normal
Vera Thurston	101 Elm Street	1926	Framingham Normal

### BRADLEE

Jane Fitzhenry, Prin.	Brookline, Mass.	1929	Machias Normal (Maine)
Mary Collins	13 Chestnut Street	1935	Lowell Normal
Mina B. Noyes	19 Lovejoy Road	1928	Salem Normal

### INDIAN RIDGE

Jessie P. Brown, Prin.	66 Main Street	1914	Brandon Training School
Lena Dodson	7 Cuba Street	1935	Salem Normal
Dorothy Kyle	75 Elm Street	1934	Lowell Normal

### WEST CENTER

Georgianna Hilton, Prin.	109 Lowell Street	1921	Smith College
Louise Sherman	51 Bartlet Street	1938	Wheelock School

### SUPERVISORS

Mary G. Bailey, Mechanical Draw.	46 Chestnut Street	1932	B. U. Art School
Frances Collins, Phys. Ed.	27 Summer Street	1936	Sargent
Donald Dunn, Phys. Ed.	Ballardvale, Mass.	1936	Springfield College
Carl M. Gahan, Manual Training	106 Chestnut Street	1919	Gorham Normal and B. U.
Frances Hoskins, Domestic Science	119 Chestnut Street	1939	Simmons and Columbia
Alice Olliff, Art	4 Carmel Road	1932	Mass. School of Art
Miriam Sweeney, Music	22 Central Street	1926	Lowell Normal



# ATTENDANCE STATISTICS

1938-1939

SCHOOL	GRADE	ENROLLMENT							Total Membership	Average Membership	Average Attendance	Percent of Attendance
		Boys	Girls	Total	5 to 7 years	7 to 14 years	14 to 16 years	Over 16 years				
PUNCHARD JUNIOR HIGH	X-XII	190	230	420		3	146	271	424	399	373	94.5
	IX	75	97	172			162	10	174	170	156	95.5
	VIII	76	61	137		104	32	1	139	134	126	95.0
STOWE	VII	88	69	157		133	23	1	160	158	143	94.5
	VI A	19	18	37		37			39	34	34	96.1
	VI B	20	17	37		34	3		37	35	34	94.7
	V A	14	20	34		34			35	34	33	95.8
JOHN DOVE	V B	19	13	32		32			34	32	31	95.2
	IV	18	22	40		40			40	37	36	96.2
	III-IV	27	10	37		37			37	32	30	93.5
S. C. JACKSON	III	23	12	35		35			38	34	31	93.0
	II	20	12	32		23			34	31	28	90.7
	I	25	10	35	9	5			38	33	31	91.2
	I-II	9	11	20	11	9			21	18	16	91.9
	Special	12	1	13		12	1		15	12	11	95.2
SHAWSHEEN	VI	12	14	26		25		1	27	26	25	96.6
	V	15	19	34		34			35	32	30	94.8
	IV	12	8	20		20			20	19	19	96.2
	III	15	14	29		29			31	27	25	93.1
	II	10	11	21	8	13			23	20	18	92.2
BRADLEE	I	18	12	30	28	2			32	28	25	90.1
	V-VI	12	16	28		27	1		28	25	24	95.9
	III-IV	12	9	21		21			23	20	19	96.4
	I-II	14	13	27	16	11			34	30	27	94.1
INDIAN RIDGE	V-VI	8	11	19		19			20	18	18	97.6
	III-IV	9	12	21		21			22	21	21	97.3
	I-II	8	18	26	16	10			26	25	24	95.0
WEST CENTER	III-IV	11	9	20		20			20	19	18	94.0
	I-II	17	14	31	15	16			32	29	27	92.4
NORTH	I-VI	15	12	27	6	21			28	22	20	91.8
		823	795	1618	139	827	369	283	1666	1554	1453	94.35

## PRIZE AWARDS

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The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Elinor Houston '40.

Second, twelve dollars, Peter Loosigian '39.

Third, eight dollars, Mary Deyermond '39.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girl's prize, five dollars, Nancy Thomas '40.

Boy's prize, five dollars, Donald McLauchlan '40.

The M. E. Gutterson botanical prizes:

First, five dollars, Joyce Hansen '39.

Second, three dollars, Eileen Lawson '41.

The Parker Memorial Prize to the member of the Senior Class who has won letters in two sports, and has stood highest among the athletes in scholarship:

Ten dollars, Douglas Howe '39.

Prize founded by Dr. Conroy for the best impromptu essay by a Senior:

Five dollars, Harold Gordon '39.

Harvard Club of Andover Prize Book to the junior boy in the College Preparatory Course with the best average of the year.

Augustine Rapisardi '40.

Post No. 8, American Legion Prize for excellence in the study of the Constitution of the United States:

Five dollars and Embossed Certificate, Solveig Haakonsen '39.

A prize offered by William Doherty and awarded to that member of the Senior Class who in the judgment of the headmaster has best exemplified high ideals of character and unselfishness in the furtherance of the interests of the school:

Five dollars, Agnes Martinson '39.

The Franklin Medal of the Massachusetts Society of the Sons of the American Revolution for excellence in the study of United States History:

Louise Higgins '39.

A prize to the senior showing most promise in general secretarial work:

Five dollars, Margaret Bogosian '39.

A prize to the senior who has excelled in typewriting.

Five dollars, Gladys Downs '39.

These last two are given by Mrs. Agnes Gillen Martin '02.

## LINCOLN SPELLING MATCH PRIZES

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### GENERAL PRIZES

First, Barbara Lindsay  
Second, Emil Livingston  
Third, William Monroe

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### GRADE PRIZES

GRADE IX AND HIGH  
First, Gene Farnsworth  
Second, Barbara Jackson

GRADE VIII  
First, Barbara Lindsay  
Second, Emil Livingston

GRADE VII  
First, William Monroe  
Second, John Murnane

GRADE VI  
First, Marjorie Mears  
Second, Miriam Dearborn

GRADE V  
First, Frances Little  
Second, Barbara Monroe

## EIGHTIETH COMMENCEMENT EXERCISES

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PROCESSIONAL—Priests' March—from "Athalia" *Felix Mendelssohn*  
ORCHESTRA

PRAYER . . . . . REV. ALBERT C. MORRIS  
Trustee

SALUTATORY AND ESSAY—Science in Modern Life  
ETHEL GLADYS CHEROWBRIER

ESSAY—The Arts and Man . . . . . RUTH HOLT

MUSIC—Now Let Every Tongue Adore Thee . . . *Johann Sebastian Bach*  
From the Cantata—"Sleepers, Wake!"  
GLEE CLUBS

ESSAY—Business Wheels . . . . . GLADYS LOUISE DOWNS

ANNOUNCEMENT OF CLASS GIFT . . . . DOUGLAS NEILSON HOWE  
Class President

PRESENTATION OF PRIZES . . . . PRINCIPAL NATHAN C. HAMBLIN

ESSAY AND VALEDICTORY—Enrichment of Life ETHEL LOUISE BRIERLY

MUSIC—Thanks Be To God . . . . . *Stanley Dickson*  
GLEE CLUBS

PRESENTATION OF DIPLOMAS . . . . . REV. FREDERICK B. NOSS  
President of the Trustees

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### PUNCHARD ODE

Our dear Alma Mater, fair Punchard, all hail—!

In faith ever filial and true,

Our pledge of a love for thee never to fail,

Again hand in hand we renew;

To thee in the spirit and light of the hour,—

This oasis green of our way,—

All gemmed with bright stars of our hope in the flower,

We bring a fresh garland today.

WILLIAM G. GOLDSMITH



## DIPLOMA STUDENTS

### CLASS OF 1939

#### *Ad Astra Per Ardua*

- |                             |                                 |
|-----------------------------|---------------------------------|
| William Addison             | Barbara Fairlie Gillen          |
| *Marion Oliver Albers       | Priscilla Eunice Glines         |
| Helen Greta Anderson        | *Harold Edwin Gordon            |
| Ruth Adelaide Anderson      | Kenneth Ernest Gordon           |
| William David Anderson      | Richard Kinton Gordon           |
| Frank Joseph Babicki        | Maurice Greenfield, Jr.         |
| Charles Ray Bailey          | Alan Maxwell Guild              |
| George Adams Bancroft       | Solveig Jondal Haakonsen        |
| Ebon Norma Bendroth         | Margaret Ruth Hadley            |
| James Batchelor Benvie      | Mary Hagopian                   |
| Mary Ann Amelia Bernard     | *Joyce Margaret Hansen          |
| Alice MacIntosh Bertram     | Chester Julius Stillman Harnden |
| Gordon George Boddy         | Mary Elizabeth Hartman          |
| *Margaret Bogosian          | Phyllis Aleta Henderson         |
| William Bradley             | *Louise Veronica Higgins        |
| *Ethel Louise Brierly       | *Marjorie Estella Higgins       |
| Arthur Warren Brindle       | Irvin Hilton                    |
| Esther May Bryant           | Henry Garrison Holt, Jr.        |
| William Franklin Buchan     | *Ruth Holt                      |
| Catherine Teresa Burbine    | Douglas Neilson Howe            |
| Thomas David Burns          | Barbara Bradley Jackson         |
| June Carmichael             | George White Jordan, Jr.        |
| Dorothy Viola Cederberg     | Robert Dick Kefferstan          |
| *Ethel Gladys Cherowbrier   | Lilly Kressling                 |
| Cornelius Augustine Cleary  | Virginia Lane                   |
| Monica Louise Coleman       | Ruth Ann Leitch                 |
| Edmond Paul Connolly        | *Peter Ohan Loosigian           |
| *Bernice Agnes Crocket      | Donald Everett Lundgren         |
| Grace Irene Crocket         | Francis Duffield Lynch          |
| Dorothy Barbara Dane        | Mary MacTammany                 |
| *Angie Dantos               | *Agnes Viola Martinson          |
| Dino Francis de Rosa        | John McCaddin, Jr.              |
| Calvin Coolidge Deyermomd   | Paul Stephen McDonald           |
| *Mary Napier Deyermomd      | Frances Margaret McNulty        |
| James Harold Donaghey       | Mary Frances Moynihan           |
| Evelyn Mae Dow              | Irene Ruth Ness                 |
| *Gladys Louise Downs        | Helen Mae Nicoll                |
| Rosaleen Patricia Doyle     | Dorothy Carroll Orr             |
| Norman Arnold Drouin        | Roland Edward Parisian          |
| Donald Edward Paul Easdon   | Helen Kathryn Pasho             |
| Stephen John East           | Alice Elizabeth Porter          |
| *Frederick Cobb Eastman     | Elizabeth Pray                  |
| Frederick George Eldred     | Dorothy Dellmer Randlett        |
| Dorothy Lillian Evans       | Elizabeth Hilton Ross           |
| *Mildred Elizabeth Forsythe | Wilbur Clarence Sanborn         |
| Mary Elizabeth Gates        | Freda Scott                     |
| Anna Rita Gill              |                                 |

\*Honors for Four Years

\*Charles Asa Shattuck  
Marjorie Louise Shaw  
Paul Augustine Sheehy  
Edmund Dunwoody Skea  
Benjamin Clarence Smalley

\*Evelyn Mary Smith  
Constance Mary Spinella  
Kathleen Marie Stowers  
Alice Josephine Sullivan  
Virginia Marie Sullivan

\*Gladys Mary Surette  
Marie Ann Sweeney  
Shirley Mae Thompson

Robert Irving Towne  
Edith Anne Valentine  
Isabell Elizabeth Vannett  
Rose Mildred Walkup  
Dorothy Elizabeth Ward  
Adelaide Howarth Webb

\*Phyllis Audrey Whitaker  
Alfred James White, Jr.  
Doris Winward

Jeanne Marie Wirtz  
\*Philip Frederick Wormwood  
\*Mary Frances Zecchini













